

MHI
Copy 3

FM 21-5

DEPARTMENT OF THE ARMY FIELD MANUAL

MILITARY TRAINING



DEPARTMENT OF THE ARMY • JANUARY 1957

COPY 1

***FM 21-5**

FIELD MANUAL
No. 21-5

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., 8 January 1957

MILITARY TRAINING

PART ONE. TRAINING MANAGEMENT

CHAPTER 1. MILITARY TRAINING	Paragraphs	Page
Section I. Introduction.....	1, 2	5
II. General.....	3-8	6
III. Training of units.....	9-13	10
IV. Training of individuals.....	14	15
V. Schools.....	15-18	16
CHAPTER 2. TRAINING PLAN		
Section I. Development.....	19, 20	19
II. Steps in planning.....	21-25	19
III. Standards for training.....	26, 27	26
CHAPTER 3. TRAINING PROGRAM, MEMORANDUM, AND SCHEDULES		
Section I. Training program and memo- randum.....	28, 29	27
II. Master schedule.....	30, 31	29
III. Unit weekly training schedule and inclement weather sched- ule.....	32-35	32
IV. Principles of scheduling.....	36-40	35
CHAPTER 4. SUPERVISION OF TRAIN- ING		
Section I. General.....	41-43	41
II. Steps of supervision.....	44-50	43

PART TWO. TACTICAL EXERCISES

CHAPTER 5. TACTICAL EXERCISES— GENERAL		
Section I. Tactical training.....	51-54	48
II. Types of tactical exercises.....	55-63	49
III. Selection of type exercises.....	64-71	54

*This manual supersedes FM 21-5, 12 September 1950

	Paragraphs	Page
CHAPTER 6. DEVELOPMENT OF TACTICAL EXERCISES FOR SQUAD, PLATOON, AND COMPANY		
Section I. General.....	72-74	58
II. Development of a sandtable or terrain model exercise.....	75-85	60
III. Development of a terrain exercise.....	86-95	68
IV. Development of a field exercise and tactical drill exercise....	96-105	76
CHAPTER 7. DEVELOPMENT OF TACTICAL EXERCISES FOR BATTALION AND REGIMENT		
Section I. General.....	106-108	85
II. Development of a field exercise for battalion and regiment..	109-123	87
III. Development of command post exercise (CPX) for battalion and regiment.....	124-127	104
IV. Development of a map exercise.....	128-135	107
CHAPTER 8. DEVELOPMENT OF TACTICAL EXERCISES FOR DIVISION		
Section I. General.....	136-140	120
II. Division field exercises.....	141-146	121
III. Command post exercises for divisions.....	147-151	134
IV. Map maneuvers.....	152, 153	136
CHAPTER 9. DEVELOPMENT OF TACTICAL EXERCISES FOR CORPS AND ARMY....		
	154-158	138
APPENDIX I. REFERENCES.....		
		143
II. SAMPLE DOCUMENTS FOR A PLATOON FIELD EXERCISE.....		
		144

	Paragraphs	Page
APPENDIX III. TYPE ORDERS WITH ANNEXES AND INCLOSURES REQUIRED FOR A REGIMENTAL FIELD EXERCISE.....		162
IV. TYPE PLANS AND DISTRIBUTION FOR COMMAND POST AND FIELD EXERCISES.....		215
V. TERRAIN MODEL CONSTRUCTION.....		223
INDEX.....		225

PART ONE

TRAINING MANAGEMENT

CHAPTER 1

MILITARY TRAINING

Section I. INTRODUCTION

1. Purpose

This manual is a guide to training management, which is defined as the planning, directing, and supervising of military training, and a guide for preparing and conducting the tactical exercises used for training. It provides guidance and instruction for commanders, staff officers, and other personnel concerned with the unit training programs and schedules. To standardize presentation and to avoid repetition, the infantry regiment is used throughout the manual as the command level for illustrating the application of the principles and procedures discussed. Commands other than infantry can readily adapt these principles and procedures to fit their organization and mission.

2. Scope

Part one deals with the training of the Army as a whole and gives specific information on the training of individuals and units. Part two deals with the

use of field exercises as a training medium for units from squad to army size.

Section II. GENERAL

3. General

The mission of the Army, as a part of the Armed Forces of the United States, is to provide for the security of the United States and for the support of its national and international policies. To accomplish this mission, the Army must be ready at all times to undertake land combat operations and sustain them indefinitely. The traditional policy of the United States is to maintain an Army of minimum size consistent with the immediate needs of the nation, but one that is capable of rapid expansion in the event of a national emergency. This policy demands the ability to mobilize rapidly. Because time is all-important during mobilization, training requirements during that period must be reduced to essentials. Peacetime training must serve to determine which requirements are essential and must provide a force ready for immediate combat in the event of a sudden attack.

4. Department of the Army Training Responsibilities

a. The Department of the Army (DA) is responsible for the training of all components of the Army. Its training missions include the achievement and maintenance of a state of training that will insure the capability of prompt and sustained combat operations on land; the maintenance of a trained mobilization base for expanding the Army; and the development of the tactics and techniques of Army combat and service elements.

- (1) To establish and maintain a combat-ready force requires soldiers trained in appropriate military occupational specialties, units trained in the performance of operational missions, an adequate and progressive system of military education, and the maintenance of training facilities.
- (2) To maintain a trained mobilization base requires trained cadres and key specialists for the cadres.
- (3) To develop tactics and techniques requires the conception and field testing of new doctrines and equipment.

b. The Department of the Army prepares broad, basic, Army-wide policies and plans for training, and issues periodic directives to implement them. The training for units is based on the directives received through the chain of command and is conducted according to the guides furnished by training literature; Army training programs; supporting Army subject schedules; and Army training tests designed for specific units.

5. Oversea Army Command Training Responsibilities

Oversea Army commands are responsible for implementing Department of the Army training policies and directives; for conducting specific training as necessary; for determining and carrying out training requirements generated by operational missions; and for maintaining their units at the maximum status of combat-operational readiness. Oversea commands discharge these responsibilities by preparing appropriate plans and policies, issuing directives and training publications needed to accomplish the

established training missions, and by supervising the training activities of subordinate units.

6. Continental Army Command Training Responsibilities

a. The Commanding General, Continental Army Command (CG, CONARC), is charged with the training and training inspection of the Army in the field within the continental United States. (The term "Army in the field" refers to the individuals and units of the Army intended for use in a theater of operations.) He is responsible for the training of the six armies within the continental United States, the Military District of Washington, and other units, activities, and installations assigned or attached. The CG, CONARC, is responsible to the Chief of Staff of the Army for certain specified functions pertaining to the Army in the field, including—

- (1) Reviewing, developing, recommending, and testing new and revised organization, doctrines, and techniques.
- (2) Preparing training literature and training aids.
- (3) Teaching tactical, administrative, intelligence, and logistical doctrines and techniques.
- (4) Training within the continental United States to meet Department of the Army training objectives, including the combat, service, and technical training of the Army in the field on active duty.

b. The CG, CONARC, discharges his responsibilities by preparing plans and policies for accomplishing the required missions. Instructions for units, activities, and installations controlled by technical or

administrative services, or other DA agencies, are issued through the heads of the agencies concerned. The media used to disseminate information and instructions include letters, periodic and special training memorandums, training bulletins, and training programs.

7. Major Command Training Responsibilities

The term "major command" as used in this paragraph refers to the commands that are immediately subordinate to Headquarters Continental Army command. The commanders of major commands are responsible for implementing broad CONARC training policies and directives; conducting specific training as directed; and determining and carrying out the training requirements needed to accomplish assigned missions.

8. Unit Training Responsibilities

A unit commander is responsible for training his unit to perform the mission for which it is organized and other assigned missions. He plans, directs, conducts, and supervises the training of his unit. Within the directives and policies of higher headquarters, he specifies the training that is to be conducted; assigns responsibility for the conduct of the training; insures the use of performance and proficiency standards consistent with those of DA, and procures and controls the use of training facilities, aids, and equipment. As necessary, he issues training directives appropriate to the type of instructions or information to be disseminated. The commander uses the members of his staff to assist in the planning and supervision of training pertaining to their specialized functions.

Section III. TRAINING OF UNITS

9. General

a. The Army's training system is based on the need for quickly expanding its peacetime size with effective units in the event of national mobilization. The system provides selected personnel trained to serve as cadres for new units. It trains new units in two stages: first, to adequate operational proficiency in a minimum time; second, to peak operational proficiency as remaining time permits.

b. The training that qualifies personnel to perform essential administrative and training duties in a newly activated unit is called cadre training. The training that gives a new unit adequate operational proficiency is called Army training program (ATP) cycle training. The additional training that increases the operational proficiency of a unit or qualifies it to perform additional or special missions is called postATP cycle training.

10. Cadre Training

a. A cadre is the key group of leaders and specialists needed to perform essential duties in the formation, administration, and training of a new unit. A unit's cadre is prescribed by its TOE or by special instructions. Personnel may be qualified to serve as members of a cadre by unit training, school training, or experience.

b. Each of the units of the Army in the field in the continental United States is required to maintain the capability of furnishing a cadre for the activation of a new unit of its own type. This requirement makes it necessary for units to select and

train alternate personnel for TOE positions designated as cadre positions. Where possible, alternate cadremen should be service school trained. Unit training of alternate cadremen is normally conducted on an on-the-job training basis under the supervision of the persons assigned to the TOE cadre positions. Units should make provisions for training alternate cadremen concurrently with ATP cycle and postATP cycle training.

c. A new unit in the process of activation should receive the majority of its enlisted cadre at least 30 days before it receives its filler personnel. During this 30-day period, the new cadre should receive training to prepare it to train filler personnel in basic combat or other required training. This type of cadre training is the responsibility of the unit commander, guidance for which is contained in the appropriate Army Training Program.

11. ATP Training Cycle

a. The ATP training cycle is divided into four phases.

- (1) *The basic combat phase* transforms the untrained filler into a basic soldier. He is taught such military subjects as first aid, dismounted drill, map reading, rifle marksmanship, and the fundamentals of infantry tactics.
- (2) *The advanced individual phase* follows the basic combat phase. Training in this phase qualifies the basic soldier in branch material subjects and teaches him the skills he must know to effectively perform the

duties of his TOE position; e. g., driver, rifleman, machinegunner, radio operator.

- (3) *The unit training phase* is the phase in which skilled individuals are taught to coordinate their efforts toward the accomplishment of unit missions. It consists of basic and advanced subphases. The majority of the training throughout these phases is operational. Nondivisional units of company and battalion size may participate in maneuver phase training after completing appropriate subphases of the unit phase.

(a) The basic unit subphase trains individually skilled soldiers progressively to function as members of squad, section, platoon, and company sized units.

(b) The advanced unit subphase follows the basic unit phase. During this phase companies are trained together to function as battalions, and battalions and separate companies are trained together to function as regiments. Combined arms training is achieved by progressively integrating the training of units of varying arms and services during the basic and advanced unit phases; e. g., tank platoon and rifle company training, aerial support and infantry battalion training, and engineer company and infantry regiment training.

- (4) *The field exercise and maneuver phase* provides for the training of large units on the ground under simulated combat conditions.

These maneuvers involve many types of units to insure maximum combined arms training. This training may or may not be directed, depending on the time available and other factors.

b. The training to be conducted and times devoted to training during each of the phases discussed above is prescribed in the Army Training Program applicable to the type unit concerned. The Army Training Program is a training document which provides commanders with guidance in the preparation of detailed training programs and schedules and in the conduct of training of units of the Active Army and Reserve Components. It prescribes training conducted during basic combat, advanced individual basic and advanced unit, and maneuver training phases. Army Subject Schedules are prepared in support of ATP's. The Army Subject Schedules provide instructors with detailed guidance for the conduct of military occupational specialty, branch, and general military training as outlined in ATP's. Army Training Tests designed to test individual and unit proficiency are used in conjunction with ATP's and Army Subject Schedules. A unit normally starts the ATP training cycle as soon as it is activated. It may repeat all or any part of the ATP training cycle at any time it is judged to have fallen below a status of adequate operational proficiency.

12. PostATP Training Cycle

a. There are no formal phases prescribed for post-ATP training cycle; its nature depends on the mission assigned the unit. It may consist of perfecting the skills, techniques, and tactics learned during

ATP training cycle; training for special operations; or essential training for a current mission. Certain mandatory subjects will be continued as prescribed.

b. Units that have the mission of maintaining or increasing their status of operational readiness normally undergo training paralleling the individual, unit, and maneuver phases of ATP training cycle on an annual basis.

13. Life Cycle of a Unit

Training is conducted all during the life of a unit. The nature of the training depends on the type of unit and its mission. The life phases for a mobilized unit are normally conducted in the following sequence:

a. *Activation and Organization Phase.* Training is conducted to prepare key leaders and specialists to execute the training requirements of ATP training cycle; and precycle-filler training in subjects such as "wearing of the uniform," "chain of command," "unit history," and "The Uniform Code of Military Justice," is conducted to help untrained personnel become adapted to Army life.

b. *Training Phase.* This is ATP cycle and post-cycle training to enable a unit to reach and maintain a status of adequate operational readiness.

c. *Preembarkation Phase.* Training is conducted to correct errors noted during the last stages of the training phase, to maintain the physical condition of troops, to perfect operating techniques; and for movement to a staging area to include loading and lashing, packing and crating, and general conduct of the movement.

d. *Staging and Outshipment Phase.* Training is

conducted to orient troops on shipboard operating procedures, to inform them about the country to which they are going, to provide them with the latest information concerning the enemy, and to perfect operating techniques.

e. Oversea Staging Phase. Training is conducted to introduce new weapons and equipment issued since the unit left its home station, to reestablish good physical condition, to perfect tactical and operational procedures in light of the latest information concerning hostile forces or local conditions, to testfire and zero weapons as necessary, and for other purposes.

f. Combat Phase. Training is conducted to remedy observed operational weaknesses, to prepare for special missions, and to teach replacements operational techniques, enemy techniques, and unit operating procedures.

g. Occupation Phase. Training is conducted in overseas areas to maintain operational proficiency and to prepare individuals and units for their occupation missions.

h. Inactivation Phase. Training is conducted to prepare individuals for return to civilian life or reassignment to other units.

Section IV. TRAINING OF INDIVIDUALS

14. General

The Department of the Army assists in maintaining the operational proficiency of units by providing branch qualified basic soldiers and specialists as replacements for unit personnel losses and as fillers for new units. These individuals are trained in the continental United States in Army training centers

essentially as indicated in paragraph 11a(1) and (2). Certain specialists, whose training requires long periods of time or special techniques or special facilities, are trained at specialist schools. Current ATP prescribe their basic combat training. Advanced individual training is prescribed in other ATP or is offered in specialist courses at service schools.

Section V. SCHOOLS

15. Army Schools

The Army operates branch and branch immaterial schools to meet Army-wide requirements for trained commanders and specialists. The courses of instruction are controlled by CONARC or appropriate DA agencies. The student body is selected and assigned directly by the Department of the Army, or by units, on the basis of space available or mandatory unit quotas. Units should take full advantage of their school quotas, so they can have a ready source of expertly trained replacements for critical specialist positions. Units can also use their school-trained specialists as unit school instructors to keep all personnel abreast of new Army doctrines and techniques. The courses offered in Army schools are described in DA Pamphlet 20-21.

16. Unit Schools

Unit schools are organized and operated to meet local training requirements that are outside the province of Army schools. For example, high speed radio operator schools, supply schools, and clerk-typist schools are commonly conducted at division level; while driver schools, instructor training schools,

sniper schools, and mess management schools are conducted at regimental or battalion level. Officer and NCO schools may be conducted at any level. Unit schools are normally operated for a limited period of time and for a limited number of men whose training requires special knowledge, techniques, facilities, or equipment. The headquarters of the unit that establishes the school determines who will attend it.

17. Troop Information Program

The troop information program is the commander's means of informing soldiers on certain matters related to their duties and providing them with sources of general information so that they can evaluate and understand their responsibilities as members of the Armed Forces and as citizens. An essential part of the program is scheduled instruction on subjects prescribed by commanders at all echelons and delivered to the troops at unit level by the unit commander, assisted by personnel particularly qualified in selected subjects.

18. Troop Education

Troop education is the part of the Army's education system that is devoted to instruction in academic and vocational subjects normally taught in civilian institutions. Its objective is to encourage study in subjects related to military occupational specialties (MOS) and to provide continuing educational opportunities to the troops. Each successive level of Army training and duty requires a higher degree of understanding. Education increases a soldier's understanding and raises his performance potential.

Troop education is offered principally at Army education centers established by the commanding officers at military installations. It provides facilities for study at all levels from elementary through college. The instruction at the elementary literacy level is mandatory for newly inducted men who need it to enable them to assimilate military training. Further troop education is on a voluntary basis except that commanders may prescribe instruction at any level in courses they consider important to the accomplishment of their mission. The United States Armed Forces Institute (USAFI) supplies textbooks, tests, and other educational aids to the Army education centers and, in addition, offers correspondence and self-teaching courses for servicemen.

CHAPTER 2

TRAINING PLAN

Section I. DEVELOPMENT

19. Definition

The training plan is the commander's determination of the manner in which his unit will accomplish its training mission.

20. General

The commander develops his plan by analyzing the mission and by making an estimate of the local training situation. The step-by-step process in developing the plan is discussed in paragraphs 21 through 25.

Section II. STEPS IN PLANNING

21. Analysis of the Mission

The commander first analyzes his training directives to determine his mission. His mission may be one or more of the following:

- a.* Attaining or maintaining a prescribed level of combat operational proficiency.
- b.* Conducting replacement training.
- c.* Training a unit for specialized types of operations.

d. In addition to the primary mission, maintaining the capability of furnishing trained cadres to other organizations.

22. Systems for Training

The two basic systems used in military training are *decentralized* and *centralized*.

a. *Decentralized*.

- (1) In this system the training is planned, directed, and conducted at the command level which would exercise command in combat, with higher headquarters exercising supervisory control. For example, the company or battery commander plans, directs, and conducts the training of his unit from the basic combat phase through the basic unit subphase, while the battalion commander has these responsibilities during battalion unit training, and so on.
- (2) This system is normally used in the training of TOE units. It yields many benefits, among them the development of leadership, initiative, esprit de corps, and teamwork which are so essential to combat proficiency.

b. *Centralized*. In the centralized system all instruction in a particular subject is given to all the troops by a committee of instructors particularly well qualified in that subject. Since the use of this system results in maximum standardization and effectiveness of instruction, conservation of time, and the most efficient use of facilities and specially qualified instructors, it is normally used at service schools and Army training centers. The centralized

system is effective particularly in the training of specialists.

c. Combination of Training Systems. In practice, neither of the two training systems is ordinarily used exclusively; that is, a company or battery commander can rarely train all of his men in all subjects, and committees cannot teach all subjects. One system will be used predominantly, but the other system will have to be combined with it in certain situations. For example, although the commander of a TOE unit is committed generally to the use of decentralized training, by virtue of his mission, he may find (on estimating his personnel situation) an acute shortage of personnel qualified to teach communications. In this case, it would be practical for him to centralize the training of communication personnel at battalion or regimental level during the advanced individual phase.

23. Estimate of the Local Training Situation

The commander must make an estimate of the local training situation by analyzing certain factors. These factors are: training to be conducted, personnel, time, training facilities, training aids, equipment, and administrative requirements. The factors must be considered individually and in relation to each other and must be reviewed and adjusted throughout the training period to make them contribute as much as possible to the training effort. The seven training factors are discussed as follows:

a. Training To Be Conducted. Normally, the greater part of the training that will be conducted is prescribed by an Army Training Program. However, the commander may have to determine any

additional training requirements and the general sequence of the training. When the specific training to be conducted is not prescribed in full, the commander must estimate his unit's state of training to determine what other training, by type and extent, is necessary.

b. Personnel. The commander analyzes the status of the personnel to be trained and the personnel available to assist in accomplishing the training mission.

(1) Factors for evaluating the personnel to be trained are as follows:

- (a) The number of men to be trained.
- (b) Their prior training and experience.
- (c) The expected gains and losses.

(2) Considerations in evaluating the personnel who will plan, direct, and conduct the training are as follows:

- (a) The number available.
- (b) The qualifications of instructor personnel.
- (c) The qualification of subordinate unit commanders and staff officers.
- (d) The expected gains and losses.

c. Time.

(1) Training time is the time actually available for the conduct of training. Normally, the directive assigning the mission will specify the time allotted for its accomplishment. When the time is not specified, the commander estimates the time he can reasonably expect to be available.

(2) The time available for training will vary considerably, depending on the type unit concerned, its assigned mission(s), and its

location. To determine the time available, the following demands on time must be considered:

- (a) Time consumed in the performance of operational tasks.
- (b) Time consumed in the performance of administrative tasks.
- (c) Authorized holidays.

d. Training Facilities.

- (1) The commander analyzes the status of training facilities to determine the availability during the prescribed training time of permanent and semipermanent aids to training such as ranges, classrooms, obstacle courses, and various other types of training areas. Sources of information include directives of higher headquarters, appropriate unit and post informational publications, and reconnaissance.
- (2) Considerations in determining the status of training facilities are—
 - (a) The number of facilities (classrooms and outdoor training areas such as ranges, tactical areas, parade grounds) available and under direct control, and the number available but not under direct control.
 - (b) The size, capacity, and suitability of facilities.
 - (c) The equipment installed.
 - (d) The operating condition of equipment (particularly ranges).
 - (e) Custodial requirements.
 - (f) The proximity of facilities to the garrison area.

- (g) The effect of weather on the accessibility of the areas.

e. Training Aids.

- (1) A training aid is any means or device used to assist the instructor in teaching. The items listed below, when used for training purposes, are classified as training aids.
- (a) Motion pictures, filmstrips, and recordings.
 - (b) Graphic aids (charts, slides, transparencies).
 - (c) Training devices (three-dimensional aids such as models, miniatures, cut-aways, synthetic trainers).
- (2) When investigating the status of training aids, the commander considers—
- (a) The number available.
 - (b) Problems of procurement.
 - (c) Storage.
 - (d) Their suitability.

f. Equipment. The commander must consider the equipment available to determine how it can best support his system for training. In this estimate he gives primary consideration to the availability and condition of weapons, vehicles, and communication equipment.

g. Administrative Requirements. The commander must envision the effect of administrative requirements upon training. For example, he should consider the number of personnel who will normally be required for interior guard, fatigue, and custodial duties; and the type and number of training records and reports which are required for the effective conduct of training.

24. Decisions

The commander makes decisions, based on an analysis of the factors discussed above, to overcome limitations imposed by the local training situation and to exploit fully any circumstances which favor the accomplishment of the mission. Two examples typical of the many decisions made by the commander follow:

a. In his estimate of training facilities, a commander finds that he has only one tactical area suitable for company attack exercises. He therefore decides to divide the remaining areas among his subordinate commands and retain control of the critical area, rotating the use of it throughout the command so that all units may benefit.

b. In his estimate of the equipment situation, a commander of a TOE unit finds that he will be critically short of automatic rifles during the advanced individual phase of training. His estimate of personnel reveals that the companies have an adequate number of personnel qualified to teach the automatic rifle. He decides to pool the available weapons and rotate the pool throughout the companies. In this manner he makes use of the equipment available and allows the company commanders to train their own troops.

25. The Plan

The commander expresses his decisions relative to the training factors in his training plan. He normally gives the plan to subordinate commanders in the form of training directives. He continuously reviews his estimate and plans throughout all phases of training so he can keep abreast of changing situa-

tions. For a detailed discussion of the material contained in the commander's directive, see paragraphs 28 through 40.

Section III. STANDARDS FOR TRAINING

26. General

Standards for training are uniform throughout the Army for similar type units. They cannot be altered because of what the training situation may be or may have been in any particular unit. For example, in an infantry division all rifle companies should be evaluated on the same detailed performance criteria, such as Army training tests (ATT's). The overall rating of the unit may vary from superior to unsatisfactory.

27. Judging a Unit's Performance

The fact that a unit is located in an area inadequate for training, or that its original cadre was unqualified, does not imply that performance criteria or standards may be adjusted to compensate for these handicaps. The higher commander may well recognize the fact that obstacles to training have prejudiced the performance of the unit, but this in no way authorizes a lowering of the standards. If this unit cannot achieve the approximate success of others of its type, regardless of handicaps, a straightforward admission of this fact should be made. If a unit has demonstrated only minimum acceptable proficiency, it should not be rated highly simply because it made the most of adverse training conditions.

CHAPTER 3

TRAINING PROGRAM, MEMORANDUM, AND SCHEDULES

Section I. TRAINING PROGRAM AND MEMORANDUM

28. Training Program

a. A unit training program is the commander's directive that states the training objectives a unit is to achieve in a given period of time. It contains all the information the commander develops in his training plan (pars. 19-27), including detailed information on the seven factors involved in the training estimate (par. 23).

b. The commander normally requires the S3 (coordinating with other staff officers) to prepare the training program in written form. The S3 prepares it for each phase of training, for any special type of training that is directed, or for a specified period of time.

29. Training Memorandum

a. The training program usually is disseminated to subordinate commanders in the form of a training memorandum. The memorandum reflects the complete training program and should contain *all* of the detailed information subordinate units need to

plan, direct, conduct, and supervise the prescribed training. It should have an appropriate title that identifies its subject matter, for example, "Battalion Unit Training" or "Air Transportability Training".

b. The training memorandum should be prepared in a form that will make clear what part of it is applicable to each subordinate unit. The part that is applicable to all units should be included in the main body ((1) below), while information of a voluminous nature ((2) below) and information that pertains to specific type units ((3) below) should be attached to the main body as annexes or inclosures.

(1) The following information is needed by all units and each item should comprise a separate paragraph in the body of the memorandum:

- (a) Effective date.
- (b) References.
- (c) Training objectives.
- (d) System of training.
- (e) Training time. (The period covered by the training memorandum, the number of training hours per week, and exceptions.)
- (f) Standards for training. (This statement should be supported by information concerning inspection procedures.)
- (g) Assignment and allocation of training facilities.
- (h) Allocation and procurement of training aids.
- (i) Training records and reports.
- (j) Miscellaneous training instructions.

(k) References to training schedules.

- (2) Any paragraph that includes information of a voluminous nature should be prepared as separate annexes. This includes such subjects as the allocation of training areas and data on cadre and specialist schools.
- (3) A single annex can be prepared for all units of the same type, but separate annexes are prepared for others, such as headquarters and service companies.

c. When the commander finds it necessary to change any part of a training memorandum after it has been issued, he requires the S3 to prepare and publish the required changes. These changes are numbered consecutively. In cases where general information in a memorandum requires detailed elaboration, an additional memorandum may be published.

Section II. MASTER SCHEDULE

30. General

a. A master schedule for subjects to be taught in military training (fig. 1) specifies the subjects to be taught and the general sequence for teaching them. The S3 prepares a master schedule for each type unit of the organization, designed to help subordinate unit commanders to prepare their weekly training schedules (par. 32). The master schedule accompanies the training memorandum as an annex.

b. The form (fig. 1) for the master schedule will be reproduced locally, under provisions of paragraph 20a, AR 310-1.

Figure 1. Master schedule for subjects to be taught in military training.

31. Content

a. A master schedule should contain the following information:

- (1) A list of the subjects to be taught and the total hours per subject.
- (2) A text reference for each subject (document title or code designation and paragraph number).
- (3) The required amount of night training by subject.
- (4) The designation of the week(s) in which each subject is to be taught.

b. In preparing the master schedule, the S3 should consult appropriate subject schedules to determine the sequence in which the training should be conducted. He must also determine if the training aids, equipment, and facilities will support the instruction in the desired sequence. If not, he adjusts the sequence as necessary. He should apply the principles of scheduling as outlined in paragraphs 36 through 40.

c. When the amount of formal training per week cannot be accurately forecast or when the commander wants to give his subordinates more latitude in scheduling, he may have the S3 modify the master schedule by omitting columns d and e. Instead, he should use this space as a remarks section for appropriate comments. This will require subordinate commanders to arrange their night training schedule and to maintain more detailed records concerning their unit's training.

Section III. UNIT WEEKLY TRAINING SCHEDULE AND INCLEMENT WEATHER SCHEDULE

32. Unit Weekly Training Schedule

The Unit Weekly Training Schedule (Military Training) (fig. 2) is the final directive needed to start a training mission. It should be prepared at the command level at which the training is conducted. The form (fig. 2) for this schedule will be reproduced locally under provisions of paragraph 20a, AR 310-1.

33. Content of Unit Schedule

a. In general, a unit training schedule should include two types of information: that which instructors will need to prepare and present the prescribed subjects and that which the personnel to be trained need to enable them to be present at the designated place of instruction at the proper time and with the proper equipment. This information is broken down as follows:

- (1) The personnel to be trained.
- (2) The subjects to be taught.
- (3) The instructors for each subject.
- (4) Text references.
- (5) The date, time, and place of instruction.
- (6) Uniform and equipment.
- (7) Administrative instructions that will help the instructors and personnel to be trained.

b. The unit training schedule is based on the requirements of higher headquarters directives, but the satisfaction of these requirements alone will not necessarily insure the maximum effectiveness of the training. The instructor, guided by his commander, must select and use teaching techniques

that will enable the troops to learn as much as possible. If the instruction is to be effective, the preparation of the training schedule must be based on a practical application of the four principles of scheduling (pars. 36-40), as well as on the directives of higher headquarters.

34. Inclement Weather Schedule

An inclement weather schedule is an alternate plan for training that enables unit commanders to salvage training time that might otherwise be lost because of bad weather. Troops who are extremely uncomfortable will gain little from training, so an inclement weather schedule is a necessary alternative to the regular schedule. The commander who prepares the regular unit weekly schedule should prepare the alternate one for inclement weather on a weekly basis. This schedule should be adaptable for an entire week of training and for any portion of it.

35. Content of the Inclement Weather Schedule

Since the inclement weather schedule performs the same general function as the regular schedule, its contents are essentially the same. The principal differences are that the inclement weather schedule does not prescribe the date and time of instruction, it normally contains fewer hours of instruction than the regular one and, if the uniform is known, it is included in "remarks". The geographic location, weather conditions, troop experience, and type of training to be conducted should all be considered in determining the number of hours on the inclement weather schedule. The basis for selecting inclement

weather subjects in their order of priority are as follows:

a. Subjects appearing on the regular schedule as indoor instruction.

b. Subjects appearing on the regular schedule as outdoor instruction that can be taught indoors.

c. Subjects which will be scheduled for indoor presentation at a later date.

Section IV. PRINCIPLES OF SCHEDULING

36. General

The principles of scheduling are—*facilitate preparation of instruction, facilitate learning, use training time effectively, and accommodate the troops.* These principles are discussed in paragraphs 37 through 40.

37. Facilitate Preparation of Instruction

The success or failure of a training program depends on the effectiveness of the instruction; and effective instruction depends on adequate preparation. Here are some ways the training schedule can help instructors to prepare for their classes:

a. Make the references cited for each subject in the training schedule specific and pertinent. They should indicate exactly the scope of the subjects.

b. Show the time actually available for *instruction* in each subject. When two or more subjects are to be taught in different areas during the same day, some training time may be lost in moving the troops from one area to another. The movement time may be only a fraction of an hour, but a 10- to 20-minute time loss can appreciably decrease the effectiveness of a lesson planned for 1 to 2 hours. The training schedule should account for this movement in some

manner. It may be noted in the "Time" column or in "Remarks".

c. The time designated as commander's time is used to compensate for interruptions, to bring units up to standard, and to provide refresher training or retraining where the commander feels his unit is weak. Commander's time may also be used for inspirational lectures, organized athletics, special inspections, and special ceremonies. The training conducted during commander's time must be adequately prepared, so the weekly training schedules should show, in addition to commander's time, the subject to be taught during that period.

d. Whenever integrated or concurrent training is used, note it in "remarks" and cite appropriate references to cover all the subjects.

38. Facilitate Learning

a. The amount of information the troops get from a period of instruction is appreciably affected by the circumstances under which the subject is taught. Instructional areas should be appropriate to the subjects and the methods of instruction to be used. The weather forecast should be considered because troops physically uncomfortable or otherwise distracted will gain little from the instruction.

b. Subjects are scheduled progressively. It is good teaching practice to lead troops from facts that are familiar, from civilian or military experience, into new, but related subjects. Closely relate the subjects to their functional application and have the troops use practically the more simple elements of newly acquired knowledge before facing them with

more complex situations. When applicable, try to schedule subjects in a sequence comparable to normal operational conditions; for example, give training in the defense before taking up the withdrawal, and movement to the line of departure before taking up the attack. When both day and night training is required in the same or similar subjects, the day training should come first.

c. Following night training, open time is scheduled as required for rest and maintenance of equipment. Troops cannot be expected to be at their normal state of mental or physical alertness early on the day following night exercises.

d. The time allotted for teaching each subject is based on subject schedules, the troop's knowledge of the subject, the methods of instruction to be used, and the commander's knowledge of the troops. Enough consecutive hours should be devoted to a subject to allow all the related teaching points to be brought out at one time, but not enough to cause the troops to lose interest.

e. Subjects that are taught primarily by lecture or conference are scheduled for the morning hours when troops are mentally alert. It is generally better to devote afternoon hours to training requiring greater physical activity, because the troops tend to become drowsy and sluggish if inactive during the afternoon.

39. Use Training Time Efficiently

The necessity for moving to widely spaced training facilities and the administrative demands of garrison living tend to reduce the time allotted for training.

Careful scheduling can help to reduce the time lost to such causes, as suggested in the following:

a. The requirements for one week of training may involve the use of training facilities dispersed over a major portion of the post. Consider the time required to move from one facility to another, and schedule the subjects so that the movement time during any given day will be minimized. Particularly, subjects that can be taught at the same or adjacent facilities are scheduled during the same day.

b. Integrated training is an excellent means to use training time efficiently and increase the proficiency of personnel in specific subjects. The subjects selected may be any in which weaknesses have been observed or in which a commander desires more emphasis. This training is conducted in addition to and as a part of the regularly scheduled subject and affects the entire unit at the same time. Subjects to be integrated should be related to, but not necessary to, the effective presentation of the scheduled subject. One or more subjects may be integrated; however, each subject must be planned. Additional instructors are not normally necessary. Personnel should have received previous instruction in the subjects to be integrated. Examples of integrated training are—

- (1) Integrate a gas attack during a platoon advance party exercise.
- (2) Integrate demolition training during a company attack exercise.
- (3) Integrate escape and evasion techniques during a patrolling problem.
- (4) Integrate combat intelligence training during a night compass problem.

c. There are instances when all the members of a unit cannot be taught a subject at the same time. In such instances, the troops that are waiting for their turn may be given instruction in another subject. This technique is called concurrent training. It may be either related or unrelated to the principal subject. Concurrent training may be used as makeup periods for personnel who miss regularly scheduled instruction, for training in required subjects of limited scope, or for additional training in subjects previously presented. Concurrent training subjects are prepared and presented as carefully as the principal subjects. This training should not be used merely to keep troops busy. It must serve a materially constructive purpose. Examples of concurrent training are—

- (1) Training in reporting information on the enemy for those persons not on the firing or ready line during range firing.
- (2) Bayonet training for personnel waiting to negotiate a close combat course.
- (3) Training in the use of boobytraps for personnel waiting to participate in a combat in cities problem.

40. Accommodate the Troops

Although scheduling must be aimed primarily at accomplishing efficiently the training objectives and, ultimately, the unit's mission, there are often several ways of scheduling subjects that will contribute equally to this end. In these circumstances, subjects are scheduled to best suit the convenience of the troops. When training is based on a fixed number of daylight hours per week, the scheduling of

night training will result in an accrual of open time. While the first priority for scheduling open time should be the need for rest, maintenance of equipment, and various administrative requirements, at other times it can be scheduled for the personal use of the men. Scheduling to accommodate the troops promotes good morale and willingness to learn.

CHAPTER 4

SUPERVISION OF TRAINING

Section I. GENERAL

41. General

a. The commander is responsible for the training of his unit. Within the limits of directives from higher headquarters, he exercises this responsibility either by personally planning and conducting the training or by directing and supervising the training activities of subordinates.

b. Supervision is the direct, immediate guidance and control of subordinates in the performance of their tasks. A commander supervises training activities by means of recurrent inspections and counseling. Inspection involves not only visits to a unit under supervision, but also the evaluation of reports and records pertaining to that unit; counseling refers to the advice the commander gives subordinates on the proper methods and manner of conducting training activities.

c. The commander revises his previously issued directives whenever his observation of the progress of training indicates that it is necessary.

42. Purpose

The effectiveness of a unit's training activities depends largely on the way subordinates interpret

the requirements of training directives, on their ability to do what is required, and on the way the commander meets changes in the training situation. The purpose of supervision is to see that subordinates comply with the intent of directives, to help them execute specific requirements, and to know when instructions are proving inapplicable so they can be changed.

43. Principles of Supervision

a. Supervision is the best means the commander has to influence the training and combat readiness of his unit. The commander's attitude toward the individuals and units he supervises during the training period is of particular importance. His attitude should be one of helpfulness, demonstrated personally and with strict adherence to accepted leadership techniques. He assists his unit to overcome all obstacles and to achieve the desired standards of proficiency by skillfully exercising command.

b. The commander is responsible for training and developing subordinate commanders within his unit. He may reserve the function of supervision for himself as a command prerogative or he may designate members of his staff to assist him in supervising training.

c. The commander gives special thought to combining needed criticism with deserved praise to insure two things: first, that subordinate units respond favorably to the training; second, that the prestige of subordinate commanders is constantly enhanced in the eyes of their men.

Section II. STEPS OF SUPERVISION

44. General

A commander must spend some time on planning and administrative matters, so he cannot devote his full attention to the supervision of his unit's training activities. To make the most of the time he can devote to supervision, he must follow certain steps. These steps are *Plan*, *Qualify*, *Inspect*, *Evaluate*, *Critique*, and *Act*. They are discussed separately in paragraphs 45 through 50.

45. Plan

a. Planning provides the basis for subsequent steps in the supervisory process. It includes the determination of the training activity to be supervised, the portions of that activity that should receive special attention, and the supervisory techniques to be used.

b. The commander bases his choice of the activity to be supervised on the following considerations:

- (1) *Relative importance*. Which activities contribute most to the success of the training program of the unit?
- (2) *Need*. Which training activities will benefit most from evaluation and guidance? Which activities have received little attention in the past or which have been previously found to require improvement?
- (3) *Time*. How much time is available? Which activities can be effectively supervised in that time?
- (4) *Personnel*. What are the known or suspected weaknesses of individuals conducting and receiving training?

c. The choice of supervisory technique depends mainly on the purpose of the supervision of an activity and its relative importance. Supervision is most effective when the commander personally exercises it. It is emphasized that only he can exercise absolute supervision, because the power to take corrective action rests only with him. However, because of other demands on his time or because of the magnitude and variety of the scheduled training, it may be advisable for him to use other techniques. He may assign unit staff officers or training inspectors to operate for him as observers, advisors, and reporters.

46. Qualification

To evaluate and guide a training activity, a supervisor must have a general knowledge of its performance requirements. It is unrealistic to expect a supervisor to know all the mechanics of the performance of an activity, but he must know enough about the instructional material to detect ineffective instruction and violations of training doctrine. He can obtain the information he needs from field manuals, technical manuals, and experienced personnel.

47. Inspection

a. The commander determines the training proficiency of a unit by inspection. He makes the inspection by observing the conduct of the activity, by studying the results of training tests, or by reviewing the records and reports on the unit.

b. Inspections are either informal or formal. Informal inspections are made by day-to-day,

unannounced observation of regularly scheduled training and routine training activities, and by the study of routine reports on the progress of the training. They give the commander a current and continuing check on his unit. Formal inspections are characterized by observation of training activities at times announced in advance so that units can make special preparations for them. Formal inspections reveal the unit's maximum capabilities and help the unit to detect and correct its own deficiencies.

48. Evaluation

The facts determined by inspection should be evaluated to determine the quality of the performance of an activity and to find methods of improving the future conduct of the same or similar activities. The evaluation should be based on the established standards for training. If the unit's immediate training situation does not promote the attainment of training objectives, through no fault of its own, the commander should recognize this fact, and the commander who has the authority to improve training conditions should do so.

49. Critique

a. A critique is a discussion and review of a performance. It is used to inform personnel of the quality of their work and to indicate methods for improvement. It may be presented orally, in writing, or by a combination of both.

b. All critiques should include—

- (1) An overall evaluation of the activity.
- (2) As appropriate, an acknowledgment of individual and team proficiency.

- (3) Emphatic comments on important elements of the instruction, including the practices observed that should be continued, discontinued, or improved.
- (4) A brief but comprehensive summation of the points brought out.

c. The commander presents the critique as soon as he can evaluate the results of his inspection. It is most effective when presented only to his immediate subordinates because it encourages them to exercise their responsibilities. When the commander wants to comment on extremely good or poor unit performance, he may assemble key personnel or the entire unit for the critique.

50. Action

a. This step in the supervisory process is the follow-up action taken by the commander after his subordinates have been informed of the corrective action he desires them to take. It may include, but is not limited to, consideration of the following:

- (1) Making followup inspections.
- (2) Inspecting the same or similar activities of other units of the command to see if they show similar deficiencies.
- (3) Changing or rescinding directives and policies.
- (4) Initiating additional training for personnel not fully qualified.
- (5) Modifying future training programs to accommodate the needs of the unit inspected.

b. An individual designated by the commander to assist in the supervision of training does not issue

orders. Normally, he is limited to reporting to his commander on the specific matters itemized in *a* above, and to assisting the unit in administrative matters and matters requiring the attention and assistance of other staff officers. He may submit recommendations for action to his commander.

PART TWO

TACTICAL EXERCISES

CHAPTER 5

TACTICAL EXERCISES—GENERAL

Section I. TACTICAL TRAINING

51. General

Tactical training is the training of individuals and units in all phases of combat operations. Soldiers are first trained to be proficient as individuals and then as members of small units. Small units are then trained to become a part of a larger unit. Larger units are trained to function with other combat arms and administrative and technical services. Tactical exercises are used to train the individual, unit, staff, and combined arms. Part Two of this manual is designed to assist commanders at all levels to select appropriate tactical exercises that are consistent with specific training needs and local facilities, and to describe a procedure for planning, preparing, and conducting them.

52. Tactical Exercises

Tactical exercises are those that require practical application of tactical, technical, logistical, or administrative procedures and doctrine in an assumed combat situation.

53. Purpose

The ultimate goal of all military training is combat efficiency and success in battle, and the purpose of tactical exercises is to insure that goal. Tactical exercises can accomplish their purpose if they present logical and realistic situations, including enemy representation; and if they are adequately controlled. The exercises must be executed with firmness and force, as one coherent operation, and must be followed by a thorough critique with a discussion of errors.

54. Sequence

Troops and units should be required to participate in appropriate tactical exercises as early in the training cycle as their degree of training permits. Since all tactical exercises are applications of classroom theory, they should come after instruction in basic methods and techniques. The field exercise, as an example, should be introduced early in the basic unit phase of training and continued through the maneuver phase.

Section II. TYPES OF TACTICAL EXERCISES

55. General

The Army emphasizes application in training. The applicatory method, as it applies to tactical training, involves an explanation of a tactical principle, method, or technique to be learned, followed by its application under an assumed combat situation. For balanced and progressive training, each type of tactical exercise should be used when appropriate. Map exercises, map maneuvers, tactical rides or

walks, command post exercises, terrain exercises, staff rides or walks, historical rides, field exercises, tactical drills, and field maneuvers are all tactical exercises used to portray combat situations. They all require a practical application of tactical principles, methods, and techniques. Each of the exercises has certain advantages that others do not have. The remaining paragraphs in this section define the most commonly used of these tactical exercises and suggest a way to use them.

56. Map Exercise

a. A map exercise is a tactical exercise in which a series of related situations are stated that require individual or group solutions. The exercise is followed by a discussion of the solutions presented. A map is the only guide to the terrain.

b. This exercise is especially useful for instruction in staff techniques and troop leading procedures for commanders and staffs of battalion and larger units.

c. In conducting a map exercise, the instructor presents the series of situations with their accompanying requirements. The students, all acting as either the commander or a staff officer, solve the requirements by making decisions or by preparing plans and orders to implement a decision. The students solve the requirements individually, as members of designated groups, or as unit staffs. They discuss several of the solutions to each requirement, then the instructor presents a solution that provides a basis for the solution of subsequent requirements. The procedure for planning, preparing, and conducting a map exercise is detailed in paragraphs 128 through 135.

57. Terrain Exercise

a. A terrain exercise is a tactical exercise in which the disposition and movement of imaginary troops are planned and discussed on a particular piece of ground.

b. This exercise is especially useful in training small unit commanders in terrain appreciation and reconnaissance techniques, but may be used to train commanders and staff officers at all levels.

c. The students can participate in the exercise as individuals or as members of staff groups. The procedure for planning, preparing, and conducting a terrain exercise is detailed in paragraphs 86 through 95.

58. Field Exercise

a. A field exercise is a tactical exercise conducted on the ground under simulated combat conditions. The personnel and equipment of the friendly side are present on the ground in whole or in part. The personnel and equipment of the opposing side may be represented or imaginary.

b. This exercise is used to train or test any size unit and its leader. The procedure for planning, preparing, and conducting a small unit field exercise is detailed in paragraphs 96 through 105; a battalion or regimental field exercise, in paragraphs 109 through 123; and a division field exercise, in paragraphs 141 through 146.

59. Command Post Exercise

a. A command post exercise is a field exercise for command, staff, headquarters, and communication personnel only. All troops other than headquarters

and communication personnel are represented by umpires. The enemy may be represented by umpires.

b. This exercise is used to train command, staff, headquarters, and communication personnel at all levels. It permits command and staff personnel to apply their knowledge of correct command and staff procedures to a wide variety of tactical situations.

c. Command post exercises may vary in type. At one extreme is the type which resembles a map maneuver in which only key staff personnel participate. Few, if any, communication facilities are provided and the command posts are grouped in one location. At the other extreme is the type which closely simulates combat conditions with command posts separated by normal distances, and enough headquarters and communication personnel to locate, install, and operate the command posts as in combat. Command post exercises may be one-sided or two-sided. Umpires represent friendly and enemy units that are not represented by players.

d. A procedure for planning, preparing, and conducting a battalion or regimental command post exercise is detailed in paragraphs 124 through 127; a division exercise, in paragraphs 147 through 151.

60. Sandtable or Terrain Model Exercise

a. A terrain model exercise is a tactical exercise in which a sandtable or some other terrain model is the only guide to the terrain. Friendly and enemy troops are represented by suitable miniatures or tabs.

b. This exercise is excellent for teaching basic

principles to small units, but it may be used at any level. The sandtable or terrain model is an excellent training aid for critiques of completed operations and briefings for future operations.

c. A sandtable exercise may be conducted as a lecture, conference, demonstration, or practical exercise. Students may participate as individuals or as members of a regularly organized unit. A procedure for planning, preparing, and conducting a sandtable exercise is detailed in paragraphs 75 through 85.

61. Tactical Drill Exercise

A tactical drill exercise is a field exercise conducted "by the numbers". It is a form of small unit infantry training in which the fundamentals of tactics and techniques are stressed by progressive repetition. In a given exercise, the leader states the problem to his unit, explains the solution and the reasons for adopting the particular solution, conducts the unit through the problem in detail according to the stated solution, makes appropriate on-the-spot corrections of individual actions, and then reviews the entire problem to insure thorough understanding by every individual in the unit. The exercise is repeated several times until the leader is satisfied with the unit's proficiency. For the system used to plan and prepare a small unit field exercise, see paragraphs 96 through 105.

62. Map Maneuvers

a. A map maneuver consists of presenting a military situation by outlining it on a map or overlay,

and stating requirements that call for decisions, actions, orders, and plans by the players acting as commanders and staff officers. The situation may be progressive or developmental, depending on whether it presents successive steps or different aspects of an operation.

b. Map maneuvers may be free or controlled, one-sided or two-sided. The controlled map maneuver is conducted according to a preconceived plan of action for one or both sides; the problem is forced to follow this plan by the umpires. The free map maneuver places no restrictions on the actions of the opposing forces; they are free to follow any course of action desired within broad limitations of zones of action. Umpires represent the units, both friendly and enemy, which are not represented by players. See also paragraphs 128 through 135.

63. Field Maneuvers

A field maneuver is a tactical exercise in which a military operation is conducted, the troops and armament of both sides being present in whole or in part, and all the conditions of actual war being simulated. The maneuver is extensive in scope and time, with logistical depth often extending beyond the Army rear boundary into the communications zone.

Section III. SELECTION OF TYPE EXERCISES

64. General

Tactical exercises are programmed to follow one another in logical sequence to insure progressive training. For example, a unit should undergo a series of small unit field exercises before participating

in a large unit field exercise. It can progress, then, to a field maneuver. This orderly progression saves much confusion and misunderstanding. The remaining paragraphs in this section discuss the considerations which affect the selection of the appropriate type tactical exercise for a given training situation.

65. Objective

The first thing to be considered in selecting the type of tactical exercise is whether the training is for individuals or units. If it is for individuals, a map exercise would be appropriate; if for a unit, a field exercise should be scheduled. The type of training to be conducted is determined by considering the teaching points that are to be emphasized and current training directives.

66. Status of Training

The proficiency of the individuals or unit to be trained may be a determining factor, not only as to the type of exercise to use, but also the complexity of the exercise. For example, there is no definite or scheduled time that a field exercise will be injected into the basic unit phase of training; it is programmed as soon as the small unit's status of training permits it. The teamwork and training of a staff may be such that it should participate in a series of map maneuvers before taking part in a command post exercise or a large unit field exercise. Under the same reasoning, the staff's working knowledge should be verified by command post exercises before it is required to direct the operation of an entire unit in a large unit field exercise or a field maneuver.

67. Terrain Available

The terrain available is a deciding factor in determining the size of the unit which will participate in a field exercise or field maneuver. When the type or extent of terrain that is needed to properly emphasize the desired teaching points is not available, a terrain substitute exercise may be selected. For example, a commander desiring to provide training in jungle operations may schedule a map maneuver or map exercise because of the lack of suitable terrain.

68. Time Available

The time available for a tactical exercise is compared with the time considered ideal for developing and conducting it. Enough time must be allowed for preparation to assure accurate and logical presentation. The time allocated for the conduct of the exercise must permit realistic development of the situation(s) leading to a logical conclusion. As a corollary to this, all exercises should embody a complete operation or, at least, a distinct phase of an operation.

69. Equipment Available

Umpires cannot coordinate and control a tactical exercise without adequate communication with the chief umpire, the participating units, and each other. Since the units need all their organic equipment, the equipment for the umpires must be provided from other sources. This becomes a major consideration when a large amount of equipment must be obtained and returned in a relatively short period of time.

70. Control

Efficient control is essential to the success of any tactical exercise. When selecting a tactical exercise, it is necessary to consider the need for and the availability and qualification of umpire personnel. The number and qualification of umpire personnel may determine whether an entire unit can participate in an exercise, or whether a series of small exercises will be more practicable. A small unit exercise may be prepared and conducted by one individual, using only visual signals for control. A large unit exercise may require hundreds of men in the umpire system and an elaborate communication net for control.

71. Funds Available

Special field exercise funds are budgeted and allocated for expenses above normal training costs. These funds cannot be considered as being available to cover any and all types of expenses incident to field training. For a detailed explanation regarding their use, see AR 220-55.

CHAPTER 6

DEVELOPMENT OF TACTICAL EXERCISES FOR SQUAD, PLATOON, AND COM- PANY

Section I. GENERAL

72. General

Soldiers learn by doing. This is the reason that training doctrine emphasizes that theory must give way to practical work as quickly as possible. This chapter describes the applicatory exercises that most readily lend themselves to the tactical training of the squad, platoon, and company, and recommends ways of using them. It explains the steps necessary in planning, preparing, and conducting a tactical exercise so it will result in learning.

73. Realism

In the tactical training of individuals and units, stress must be placed on situations that may arise in combat. Constant attention is given to the use of covered routes, individual cover and concealment, to responses to orders and signals, movement into and occupation of positions, changing positions, advancing by bounds, the technique of fire, the employment of supporting weapons, and taking full advantage of the effects of supporting weapons. The confusion

and uncertainty resulting from a changing situation: noise, discomfort, lack of time, fatigue, sketchy and false information, and lack of instructions must be considered when planning tactical exercises. Care must be taken to have combat missions executed by applying correct tactical principles and not by following arbitrary rules. Decisions are made and action is taken only after careful consideration of the mission, terrain, weather, enemy, and many other variables affecting the situation. Soldiers must be conditioned for battle mentally as well as physically. Training must be so realistically designed that a unit or individual will not find the noise and confusion of battle a strange experience when introduced to combat for the first time.

74. Instructor, Umpires, and Assistants

a. A small unit tactical exercise is normally prepared by one individual. The company commander, or someone designated by him, should prepare and conduct exercises for his platoons. The platoon leader should prepare and conduct exercises for his squads. Depending on the complexity of the exercise, more than one individual may be needed to prepare an exercise for a company size unit. The author chooses the assistants that are needed to conduct the exercise. The individual who prepares the exercise may also be the chief umpire. The instructor or umpire should not act as commander of the unit undergoing instruction.

b. Tactical exercises should be prepared by a higher headquarters. Exercises prepared at battalion level for a company may become a matter of staff coordination and support.

c. For the purposes of this manual the preparing individual will be referred to as the author. For the conduct of an exercise, the terms umpire and instructor will be used as applicable.

Section II. DEVELOPMENT OF A SANDTABLE OR TERRAIN MODEL EXERCISE

75. General

When time or training facilities limit or prohibit the use of the ground, a sandtable or terrain model is used as a terrain substitute. Either of them may be used as a training aid for a conference, demonstration, or an applicatory exercise for units or individuals. Their use is not restricted to small unit training. They may be used at all levels and during all phases of training to teach new lessons, reemphasize lessons already taught, to critique a completed operation, or as an aid to briefings on planned operations. They are particularly valuable training aids for teaching basic tactical principles. A sandtable or terrain model exercise may be used during the early part of the basic unit phase of training to lead a unit into a field exercise. This section explains how to prepare and conduct a sandtable exercise for a platoon. The procedure applies, with minor variations, for a conference or a demonstration of tactical principles.

76. Model Construction

The construction of the various types of terrain models, terrain boards, and sandtables is explained in appendix V, including suggestions for contouring and establishing a scale for the model.

77. Directive

A directive is an oral or written military communication in which a policy is established or a specific action is ordered. The first step under the planning phase is the issue, receipt, and study of the directive. It may be issued orally or in writing and may come from any authorized person or headquarters in the chain of command. A clear understanding of the directive is essential because the information it provides is the basis for the planning, preparation, and conduct of the exercise. The directive must be studied, analyzed and, if necessary, committed to memory. Regardless of how or by whom the directive is issued, it should include the information listed in *a* through *c* below, but if any of the information is omitted, the author must determine it.

a. Purpose. The purpose designates the teaching points to be emphasized in the exercise. Examples of teaching points are initial and subsequent orders of the platoon leader, formations, assault, and reorganization.

b. Type Training. This explains the type of training to be conducted to emphasize the teaching points, and indicates whether the exercise will be based on offensive, defensive, or retrograde tactics, whether it will be conducted in daylight or darkness, and whether service ammunition, blank ammunition, or none will be used.

c. Time and Place. This portion of the directive assigns the time and training area for the exercise. It may establish the amount of time to be used for each student group or a block of time during which a specified number of student groups will be conducted through the exercise.

d. Student Level and Number of Student Groups. The directive should specify the number of student groups to participate and state whether the exercise is to train the students as leaders or members of a particular unit; e. g., rifle squad, weapons squad, rifle platoon, weapons platoon, machinegun platoon, mortar platoon, or antitank platoon.

e. Special Equipment. The directive indicates the type and amount of special equipment available.

78. References

The second step in developing an exercise is to consult pertinent references. The author collects and studies enough references to give him a broad background on the subject of platoon tactics, but he concentrates on reference material that explains the specific teaching points outlined in the directive. He can benefit by studying other sandtable exercises and by discussing his exercise with men who have had previous experience in planning, preparing, and conducting similar exercises. The author develops a scheme of conduct that will illustrate his teaching points. If his experience or imagination does not provide a suitable scheme, he can get suggestions from men who have had combat experience, from after action reports, and many military publications. He must also consult administrative publications such as Army Regulations and unit standing operating procedure to determine if there are any administrative restrictions he must take into account.

79. Map Reconnaissance

If a suitable map or sketch of the training area that is to be duplicated on the sandtable is not

provided with the directive, the instructor must obtain one of adequate scale. A scale of approximately 1/6,250 is recommended. The author studies the map or sketch to analyze the terrain and determine its capabilities and limitations. He studies the military aspects of the terrain: Critical terrain features, observation and fields of fire, cover and concealment, obstacles, and avenues of approach, and decides which of the terrain features can be used most effectively to portray the teaching points. He visualizes several plans for conducting the exercise, considers each, and then selects the one that appears to be the most suitable. In an offensive type sandtable exercise, he selects first a terrain feature that is a suitable objective for a platoon. He then plans backward from the objective, selecting any other terrain features he needs to make the exercise realistic and logical. He plans situations that will provide training in the teaching points. By planning in detail from his map reconnaissance, the author can make a complete outline of the exercise. When he completes the plan, he "fixes the battlefield," using a system of symbols and a legend. An example of a "fix of the battlefield" is in appendix II. Before proceeding with the preparation of the exercise, the author obtains approval of his plan from the individual who originally directed that the exercise be prepared.

80. Scenario

The fourth step in the development of a platoon sandtable exercise is the preparation of the scenario. The scenario tells the story of the exercise and answers the general questions of when, where, and

how situations will occur, what the situations will be, and who will be affected by them. Following the graphic outline he makes from his reconnaissance, the author prepares situations in the order they are expected to happen. The entire scenario will not be made available to the platoon; but portions of it that concern the situations that must be solved are issued as orders or are portrayed on the sandtable. There are four parts to the scenario: the general situation, the initial situation, subsequent situation(s), and the time schedule.

a. General Situation. The general situation gives the students the tactical background information they would have in a similar combat situation. It is prepared and presented in such a manner that it will be easily understood, attract interest, and generate enthusiasm. Interest and enthusiasm are gained from a realistic situation. The minimum information to be included in the general situation follows:

- (1) A general statement describing the situation of both friendly and enemy forces. The description of the enemy situation includes comments that help to create a realistic background for the exercise. The situation of the friendly forces two echelons higher than the participating unit is explained. This means that for a platoon exercise, the situation of the battalion is explained.
- (2) A statement explaining the location of the platoon on the sandtable and in relation to adjacent units. (For advanced field exercises, reference maps are named.) Ad-

jacent units are limited to those whose activity will be easily understood by members of a platoon. For example, platoons and companies rather than battalions, regiments, or divisions.

- (3) An explanation of the activities of the platoon during the past 24 to 48 hours. This explanation should include enough reference to the platoon's prior mission to logically lead into the mission the platoon will receive for the exercise.
- (4) A statement explaining the location of the platoon leader on the sandtable (if he is not with the platoon).

b. Initial Situation and First Requirement.

- (1) The initial situation is the situation that starts the action on the part of the platoon. It is designed so that a logical solution to it will start the exercise along desired lines. The scenario describes the situation in enough detail to give the platoon a complete mental picture of it. The description is normally followed by a warning order or operation order requiring the platoon to take some action.
- (2) The first requirement follows the initial situation. It is designed to emphasize one or more of the teaching points stated in the purpose of the exercise. It may be in the form of a question related to the situation or a practical exercise. For example, it may require the students to indicate the movement of troops and weapons on the sandtable. When a warn-

ing or operation order is used as the initial situation, a logical requirement would be for the students to explain the actions and orders of the unit leader. More than one student solution may be given for each requirement.

c. Subsequent Situations and Requirements.

- (1) The initial situation seldom provides training in all of the teaching points outlined in the directive. The author must create subsequent situations to do this and to assure interest and continuity in the exercise. The subsequent situations are not given to the platoon in written form. The instructor explains them to the students. Subsequent situations should be realistic, maintain interest, and cause the exercise to develop logically. In preparing them, the author includes enough details to indicate the conditions and activities that will confront the unit, such as—

- (a) What action occurs.
- (b) When the action takes place.
- (c) Where the action takes place.
- (d) Who is affected by the action.
- (e) How the action is indicated.

- (2) A requirement follows each subsequent situation. For a discussion of the requirement, see *b*(2) above.

d. Time Schedule. The final part of the scenario is the time schedule. It is an estimate of the time needed to conduct one student group through the exercise, including time for an orientation at the beginning and the critique at the end. The instruc-

tor should estimate the time that will be needed for each situation and requirement, and adjust those times to fit the time allotted for the complete exercise.

81. Control

If necessary, assistant instructors are selected to aid in presenting the sandtable exercise. The author outlines specific instructions for them. The orientation and the critique are planned as part of the control measures.

82. Administrative Details

The author makes arrangements to procure the necessary materials for the exercise, such as the sandtable and sandtable accessories. He sees that the students receive any study assignment well in advance, as well as notice of any equipment they must bring to the class.

83. Terrain Model Preparation

The author has the sandtable prepared to depict the terrain he selects from his reconnaissance.

84. Rehearsal

The author rehearses the sandtable exercise as a final check. His assistants and a practice group of students should take part in the rehearsal. For information on rehearsing the lesson, see FM 21-6.

85. Conduct

The instructor starts the exercise by orienting the platoon. The orientation should include the purpose of the exercise, how the sandtable will be used,

the method of representing enemy and friendly forces on the sandtable, an explanation of the terrain represented by the table with prominent terrain features pointed out, and an explanation of the scale to be used for the exercise. The instructor then presents the general situation, following it with the initial situation. The students are allowed a few minutes to study the initial situation before the requirement is explained. Each student should prepare his own solution to the requirement. The instructor has one student present his solution which he discusses. He may ask for and discuss additional solutions. When the instructor is satisfied that a teaching point has been properly emphasized, he proceeds to the next situation and follows the same procedure with respect to the solutions. When all the situations have been presented and various solutions to all the requirements have been discussed, the instructor conducts a critique, summarizing the lessons learned.

Section III. DEVELOPMENT OF A TERRAIN EXERCISE

86. General

Combat unit leaders need training in addition to what they get with their unit in tactical exercises. Officer and noncommissioned officer schools should be scheduled to supplement daily training requirements. Terrain exercises are conducted on the ground and are an excellent means of giving small unit leaders additional training in tactical and administrative procedures. This section explains how to plan, prepare, and conduct a terrain exercise

in which the students play the part of rifle platoon leaders.

87. Directive

See paragraph 77.

88. References

a. See paragraph 78.

b. In addition to the references named in paragraph 87, the author must consult range regulations and unit safety regulations to see what restrictions they impose.

89. Reconnaissance

a. *Map Reconnaissance.* A map reconnaissance precedes ground reconnaissance. See paragraph 79 for procedure.

b. *Ground Reconnaissance.* The author makes a ground reconnaissance to verify the tentative plan he prepares from his map reconnaissance. His plan will need only minor changes if his map reconnaissance is thorough. He checks his plan backward from the objective, which he visits first. He makes sure that the objective he selected is appropriate for a platoon size unit and will support the exercise. While on the objective, he examines the terrain through the eyes of the enemy to decide if the problem will be realistic. He walks through the problem area to determine the feasibility of using the other terrain features he selected and to insure that his plan can be carried out realistically. He changes his preliminary plan as necessary and, before going further with the preparation of the exercise, submits it for approval to the individual who originally directed that the exercise be prepared.

90. Scenario

See paragraph 80.

91. Control

a. General. The fifth step in the development of a platoon terrain exercise is the preparation of the control plan. This is the author's plan for placing the exercise on the ground and causing it to progress as planned. In it, he anticipates and solves the problems that may arise while conducting the exercise. The chief umpire will need assistants for this exercise, so the author includes specific instructions for them in the control plan.

b. Umpires (Instructors). Normally, the author of the problem acts as the chief umpire (principal instructor). He selects assistant umpires and outlines specific instructions for them. (FM 105-5 contains a general discussion of umpire duties.) The author considers the following when planning for his assistants:

- (1) *Number required.* Number of umpires required to effectively control the exercise.
- (2) *Uniform and identification.* See FM 105-5.
- (3) *Equipment.* (Equipment other than regular individual equipment, such as communication equipment needed for the exercise.)
- (4) *Duties.* He outlines the tasks delegated to assistants, provides instructions for doing them, and assigns responsibility.

c. Road Guards.

- (1) *Number and location.* The author determines the number of road guards required and their location while making his ground reconnaissance. He includes this information in his control plan. Since the road

guards receive training of limited value, they should be kept to a minimum. Road blocks are used in their stead whenever possible.

- (2) *Uniform and identification.* Normally, the road guards wear the same uniform and identification as the umpire personnel.
- (3) *Equipment.* Items of individual equipment that the guards do not need to perform their assigned tasks should be kept to a minimum. In addition to their individual equipment, they must have a means of communicating with the chief umpire.
- (4) *Duties.* The author designates definite times and circumstances under which road guards will permit nonproblem traffic to move into or through the exercise area and outlines the procedure for directing visitors into the area.

d. Communications. The author establishes a primary and alternate means of communication for control personnel. He designates the individuals to be provided with radio communication, and determines the location of telephones.

e. Student Orientation.

- (1) *Responsibility.* The chief umpire (instructor) normally orients the student group.
- (2) *Time and location.* The group is oriented in the exercise assembly area just before the exercise begins.
- (3) *Scope.* The orientation should include the purpose of the exercise, an explanation of the teaching points, how the exercise will emphasize the teaching points, the identi-

fication of umpires and any other control personnel in the exercise area, safety rules when needed, and any other special instructions.

f. Critique.

- (1) *Location and time.* The chief umpire critiques the students at a spot where they can see all or a major part of the exercise area. The objective is an ideal location. The critique follows the exercise immediately while the exercise is fresh in the students' minds.
- (2) *Speaker.* Normally, the chief umpire (instructor) should conduct the critique and be the only speaker. He encourages student discussion but does not permit arguments.
- (3) *Personnel present.* All umpires and students should attend the critique. The chief umpire (instructor) may conduct a separate critique for control personnel.
- (4) *Scope.* The chief umpire restates the purpose of the exercise and reviews each situation, explaining the teaching points emphasized. He mentions the good points as well as the bad points observed during the exercise, and suggests how students can improve their performance. For a more detailed discussion of the critique, see FM 21-6.

92. Administration

The sixth step in the development of the platoon terrain exercise is to plan for the administrative

matters associated with it. The administration plan provides for the dissemination of select information to the students and for obtaining personnel and equipment. It takes the form of a unit order or training memorandum. Publication of the unit order is the responsibility of the appropriate staff officer in the headquarters concerned, but the author furnishes the information for it. The unit order is paragraphed to indicate the following:

- (1) *Purpose.* A restatement of the purpose of the exercise as given in the directive.
- (2) *Reference material.* A list of references pertinent to the subject and of interest to the students.
- (3) *Schedule.* A schedule for the rehearsal as well as the date and time for the student groups to participate.
- (4) *Student orientation.* The time and place of the student orientation and its scope.
- (5) *Control personnel.* A list of the personnel who are to assist in the conduct of the exercise.
- (6) *Administrative details.*
 - (a) The time and place the students are to report and the starting time of the exercise.
 - (b) Route to the exercise area.
 - (c) Uniform and equipment for the students.
 - (d) Transportation for control personnel and students.
 - (e) Directive to the communications officer to furnish communication equipment and supplies.

- (f) Evacuation plan and list of personnel and equipment to be furnished by the unit surgeon.

93. Terrain Preparation

This is the seventh step in the development of a platoon terrain exercise. The author should organize fatigue details for any construction work needed on the terrain and should have wire communication installed. The terrain should represent as realistic a battlefield as possible.

94. Rehearsal

The author rehearses the exercise as a final check on his plan and to verify the scenario's time schedule. He should conduct the rehearsal well in advance of the scheduled exercise so he will have time to correct any errors. He rehearses the umpires first, repeating the rehearsal as many times as necessary to insure that they are all thoroughly familiar with their duties. He follows this with a full rehearsal, using a group of practice students. The individual who originally directed that the exercise be prepared should be present at the rehearsal. At its conclusion, the author asks for comments and suggestions for improvement, and asks the person who had the exercise prepared to evaluate its effectiveness. For a further discussion of rehearsals, see FM 21-6.

95. Conduct

a. General. The success or failure of an exercise depends largely on the initiative, ingenuity, energy, and enthusiasm demonstrated by the instructor and his assistants. They should conduct the exercise in

a professional manner, from the orientation through the critique.

b. Orientation. The instructor meets the students at a predesignated site and orients them according to his control plan (par. 91e). He orients them on the terrain, pointing out its prominent features and explaining their relation to the exercise. He also explains any type of weather and terrain that must be assumed.

c. General Situation. A statement of the general situation follows the orientation. (The general situation is prepared as part of the scenario.) He refers to the terrain to clearly define the location of both friendly and enemy forces, boundaries, etc.

d. Initial Situation. The instructor explains the initial situation orally or in writing and uses a map, sketch, or aerial photograph of the area to clarify it. It is best not to issue the students a topographical map. They may try to draw their solutions from it instead of making a ground reconnaissance.

e. First Requirement. The instructor tells the students how much time they have to complete the requirement. He may require them to give their solution orally or in writing. He designates the site where the students will reassemble, then releases them to solve the requirement. He and his assistants are available to the students for questioning during the practical exercise period. When the students reassemble, the instructor asks one or more of them for their solution. He discusses each solution and encourages student discussion. The instructor finally offers his own solution and discusses the teaching point(s) emphasized in the first requirement.

f. Subsequent Situations and Requirements. After each requirement is completed, the instructor presents the subsequent situations and requirements one at a time, in the same manner as explained for the initial situation and first requirement. He should start each subsequent situation with a terrain orientation, indicating the location and activities of friendly and enemy forces and explaining how they affect each other.

g. Critique. See paragraphs 49 and 91f.

Section IV. DEVELOPMENT OF A FIELD EXERCISE AND TACTICAL DRILL EXERCISE

96. General

a. A field exercise is conducted on the ground. It is an excellent way to train or test small units and their leaders in applying tactical, administrative, and logistical procedures to an assumed combat situation. This section, with supporting appendix II, describes the procedure used to plan, prepare, and conduct a field exercise for a rifle platoon in the attack. The procedure can be applied also to a field exercise for a squad or company.

b. The planning and preparation of a tactical drill exercise is the same as that for a field exercise. The only difference in the presentation is that the tactical drill exercise is conducted by phases with a critique following each phase.

97 Directive

a. General. See paragraph 77 for a definition of the directive and a discussion of the information it should contain.

b. Ammunition Allocation. In all firing exercises, the directive states whether service or blank ammunition will be used and indicates the amount available for each exercise. The ammunition allocation normally represents the maximum amount available for each unit and should not be construed to mean that all of it must be expended.

c. Directive. Appendix II contains a sample directive for a platoon exercise.

98. References

See paragraph 88.

99. Reconnaissance

See paragraph 89.

100. Scenario

See paragraph 80 and the following supplementary information.

a. General Situation.

- (1) Realism is lost if, in the statement explaining the location of the platoon on the ground and in relation to adjacent units, the platoon is placed in contact with the enemy at the time the exercise begins, because the platoon would have to be moved into its initial positions administratively. To start the exercise, the platoon should be so placed that it has to move tactically to gain contact with the enemy.
- (2) The location of the platoon leader is explained if he is not with the platoon when the general situation is issued. Normally, he will be at the company command post

or observation post receiving an order when the platoon receives the general situation. If he is with the platoon at the time the general situation is issued, no mention need be made of his location. For an example of a general situation, see appendix II.

b. Initial Situation. The initial situation for a platoon exercise normally consists of an operation order from the company commander. The chief umpire acts in the capacity of the company commander. The attack order should be prepared and issued as though all platoon leaders within the company are to receive it. To provide training in the receipt of a complete company operation order, extracts and fragmentary orders should not be used. The order is issued under tactical conditions at a tactical location such as an observation post, vantage point, or a command post. In preparing the order for a platoon field exercise, the following points of each paragraph should be considered:

Par. 1. *a.* Information of the enemy that the company commander would have in a similar combat situation. Detailed and specific information as to the exact location and strength of the enemy is not given because it will not make the platoon leader develop the enemy situation as he would normally be required to do.

Par. 1. *b.* All essential information about the next higher unit, adjacent units, artillery units, and other units supporting the operation which may affect the action of the platoon leader.

Par. 1. *c.* Attachments to the company, detachments from the company, and the time they become effective.

Par. 2. The mission of the company.

Par. 3. The first subparagraph contains a summary of the operational concept of the company commander. It explains how the company commander (chief umpire) intends to accomplish the mission explained in paragraph 2. As many subparagraphs as necessary are used to assign a mission to each of the platoons of the company and any attached units, even though only one platoon participates in the exercise. The next to the last subparagraph designates and assigns a mission(s) to the company reserve. The last subparagraph lists coordinating instructions common to two or more platoons.

Par. 4. Unless training of an administrative or logistical nature is being stressed, the information in this paragraph is kept to a minimum. Normally, the location of the battalion aid station and the company ammunition distributing point is enough. When the directive indicates that administrative and logistical matters are to be stressed, the necessary implementing instructions are included in this paragraph.

Par. 5. *a.* Specific information concerning signal and communication instructions. Reference is not made to current SOI because platoons normally do not have access to the SOI. Examples of items to be in-

cluded in this subparagraph are a signal to shift or lift supporting fires or a signal to indicate that the objective has been taken.

Par. 5. *b.* The location of the company command post and the company commander. Normally, the company commander (chief umpire) accompanies the platoon leader. For an example of an initial situation, see appendix II.

c. First Requirement. The first requirement is a guide for the umpires in observing the actions of the unit and is not made available to the platoon in any form. Where applicable, the platoon members are observed as well as the platoon leader. The requirement is broken down in detail in the umpire checklist, which is prepared by the author. It indicates to the assistant umpires specific actions to be observed and reported. For an example of a first requirement and umpire checklist, see appendix II.

d. Subsequent Situation. Subsequent situations are not given to the platoon, but to control personnel only. The platoon sees only the actions that are portrayed as a result of the instructions given in the subsequent situations. See appendix II.

e. Time Schedule. All platoons will not use the same amount of time in solving each portion of the exercise and the chief umpire should not attempt to have them do so. For an example of a time schedule, see the scenario in appendix II.

101. Control

See paragraph 91 and the following supplementary information.

a. Safety.

- (1) *Personnel.* The danger involved in an exercise determines whether personnel other than umpires are necessary in the interest of safety. Unit safety regulations, range regulations, or a standing operating procedure may prescribe definite conditions under which safety personnel will be used.
- (2) *Uniform and identification.* Normally, safety personnel will be dressed and wear the same identification as umpire personnel.
- (3) *Equipment.* Safety personnel should have the equipment needed to cope with an emergency. They should have radio communication with all umpire personnel and should have a visual signaling device to stop the exercise in the event of danger or emergency.
- (4) *Duties.* The author prescribes definite duties for safety personnel. He gives the safety officer the responsibility for displaying the range flag, posting road guards, determining the presence of road blocks, posting the area as a danger area, etc.
- (5) *Safety rules.* The author prescribes specific safety rules for the exercise and includes them in the platoon orientation. He does not relieve the platoon leader of his command responsibility for safety.

b. Enemy Representation and Target Detail.

- (1) *Aggressor.* The author determines the number of Aggressors needed, and their uniform, identification, and duties. Aggressors should be used habitually. If Aggressor

uniforms are not available, substitutes can be improvised from salvage materials. For a discussion of the Aggressor Army, see FM's 30-101, 30-102, 30-103, and 30-104.

- (2) *Target detail.* When service ammunition is fired, the author prescribes the size, uniform, and duties of the target detail.

c. Critique. The chief umpire may conduct a separate critique for control and Aggressor personnel.

102. Administration

The administration plan for a platoon field exercise is like that for a terrain exercise described in paragraph 92, except that the unit order should also cover enemy representation and target detail.

103. Terrain Preparation

To prepare the terrain for a platoon field exercise, the author follows the instructions in paragraph 93 and, in addition, installs targets or individual emplacements for the enemy force and prepares demolition pits, fortifications, obstacles, and safety devices.

104. Rehearsal

Rehearsal for the field exercise follows the plan discussed in paragraph 94. The umpires and control and Aggressor personnel are rehearsed first as many times as necessary to insure that they are thoroughly familiar with their duties.

105. Conduct

a. General. See paragraph 95 and the following supplementary information.

b. Orientation. The chief umpire or one of his assistants should meet the platoon at the detrucking point and guide it into the assembly area. The orientation is presented as soon as the platoon arrives in the assembly area.

c. General Situation. Immediately following the platoon orientation, the chief umpire takes the platoon leader to the company observation post and issues the general situation. At the same time an assistant umpire issues the general situation to the remainder of the platoon in the assembly area. Upon receipt of the general situation, the exercise becomes tactical.

d. Initial Situation. The company commander (chief umpire) issues the initial situation to the platoon leader at a tactical location under tactical conditions, normally at the company observation post. The chief umpire should remain with the platoon leader to observe his actions and listen to the order he issues. The actions of the entire platoon are observed during the occupation of the assembly area and movement to the line of departure.

e. Subsequent Situations. A logical solution of the initial situation will start the exercise along desired lines and move the platoon across the line of departure. At the appropriate time, the actions portrayed in the subsequent situations, prepared as part of the scenario, are presented. During the presentation of all situations, the umpires must remain as tactical as possible. They must station themselves in a position to best observe the leaders and other members of the platoon. Normally, the chief umpire remains with the platoon leader. All umpires must be prepared to assist in control and

to cause the exercise to develop along the desired lines. In the event a decision made by the platoon leader threatens to seriously disrupt the exercise, the umpires must realistically bring the play back to the desired plan.

f. Critique. At the conclusion of the chief umpire's critique, the platoon is turned over to the platoon leader who may then critique his unit. The chief umpire may, if required, conduct a critique for the personnel who assisted in the conduct of the exercise. A summary of the observations and comments made by the chief umpire should be sent through command channels to the platoon leader. The summary is supported by the umpire checklists.

CHAPTER 7

DEVELOPMENT OF TACTICAL EXERCISES FOR BATTALION AND REGIMENT

Section I. GENERAL

106. General

A well-rounded program of tactical training for individuals and units requires progressively more complex and difficult types of tactical exercises. Commanders and staff officers need supplementary training throughout all phases of unit training. The field exercise and field maneuver are the principal vehicles for training every member of a unit in advanced tactics, while commanders and staffs get their supplementary advanced instruction from command post exercises, map exercises, and map maneuvers. This chapter explains how to plan, prepare, and conduct tactical exercises most appropriate to advanced unit and individual training at battalion and regimental level.

107. Staff Coordination

One man alone cannot satisfactorily plan and prepare a large unit tactical exercise which requires advanced tactical play as well as administrative support. This job demands coordination among all members of the staff and special staff during all its

phases. Each section of these staffs prepares appropriate parts of the exercise. Therefore, in the following paragraphs, the term author applies to whatever appropriate staff member plans or prepares the part of the exercise under discussion.

108. Realism

a. The effectiveness of tactical exercises is increased in direct proportion to the ingenuity the planners show in simulating battlefield phenomena. In combat, the feeling of acting against time, strained nerves, meager or vague information, delayed orders, physical discomfort, fatigue, noise, and confusion can be expected. Field exercises should introduce as many of these factors as possible. The planners test the initiative of subordinates by unexpected attacks, simulated or real, and by the assessment of casualties and damage to material and equipment.

b. Field training should require the simultaneous employment of all components of the unit, including the administrative elements, and should include as much of the following as time and circumstances permit: route reconnaissance and march control; march discipline; driving and difficult traction; reconnaissance, selection, occupation, and organization of positions; communications; liaison; collection and dissemination of information on the enemy, terrain, and weather; production and dissemination of intelligence; effects of intelligence on the commander's missions; dispersion; establishment of perimeter defense; resupply; evacuation; tactical messing; concealment and camouflage; evasion and escape; survival; code of conduct; construction of field fortifications; chemical, biological, and radiological war-

fare; unit action against air, airborne, mechanized, and ground attack; and displacement. Chemical, biological, and radiological situations should be habitually stressed in field exercises and field maneuvers. The play of electronic warfare is included whenever practicable in all field exercises involving battalions or larger units.

c. Organic Army aviation could be used in two general ways during unit training:

- (1) Acting as aggressor aircraft during field exercises in which defense against enemy air attack is emphasized.
- (2) Acting as friendly aircraft in the normal Army aviation roles of route reconnaissance; movement of personnel, supplies, and equipment; administrative liaison activities; observation; radio relay; column control; evacuation of casualties; and adjustment of organic weapons fire.

Section II. DEVELOPMENT OF A FIELD EXERCISE FOR BATTALION AND REGIMENT

109. General

Battalion and regimental field exercises are an advanced stage in the progressive scheme of military training. They are designed not only to give practice in applying abstract doctrines to solve concrete problems, but to test the soundness of the doctrines as well. This section, with supporting appendix III, explains the procedure used to plan, prepare, and conduct a field exercise for a reinforced regiment in the attack.

110. Task Responsibilities

a. A chief umpire or exercise director is designated to develop and conduct a battalion or regimental field exercise with the aid of his staff. He is responsible for all phases of the exercise, but he usually delegates the primary responsibility for the planning and preparation phases to the G3, who is assisted by other staff members. The "G" designation does not imply that the planning and preparation of field exercises is limited to staffs of division and higher units. For convenience in this manual, the individual or agency having primary responsibility for personnel, intelligence, operations and training, and supply will be referred to as "G1," "G2," "G3," or "G4" respectively, whether the unit referred to is a battalion or a division.

b. In the early stages of training, the senior participating staff may plan, prepare, and control field exercises with particular emphasis on the training of lower echelons. However, when a particular headquarters is to participate in a field exercise as the highest echelon involved, experience has shown that realism can be increased if another (normally the next senior) headquarters plans and prepares the exercise. This puts the senior participating staff on an equal training footing with the other echelons. If the next senior headquarters cannot develop the exercise, then a temporary staff, usually drawn from the participating unit, can be formed solely for this purpose.

c. A higher headquarters is not normally available to conduct field exercises during the training program, *except where unit tests are being made*. As an alternative, a control group (umpires) may be selected

from the unit to be trained or from outside sources. In either event, the control group does not disclose the details or scheme of control. When Aggressor troops are used they operate under the head of the control group (senior umpire).

111. Staff Action and Sequence of Tasks

a. The staff responsible for the development of a field exercise follows a sequence of tasks in planning and preparing for it. On receiving the directive, the G3, in coordination with the other staff sections concerned and the chief umpire—

- (1) Studies the directive and determines the general nature of the exercise to be conducted.
- (2) Makes a map reconnaissance of available areas, and follows it with a ground reconnaissance of the areas that meet the minimum requirements. He tentatively selects an area for the exercise.
- (3) Selects and reviews pertinent references.
- (4) Prepares and distributes a planning schedule.
- (5) Prepares a draft of the scenario containing the situations and requirements.
- (6) Reconnoiters the area selected to determine whether the scenario fits the ground.
- (7) Prepares an operation order, less paragraphs 1*a* and 4. (The operation order is based on the scenario and becomes an inclosure to it. Issuance of the operation order starts the exercise.)
- (8) Prepares and issues a training memorandum to support the exercise.

b. When the scenario has been completed to the satisfaction of all staff sections and has been approved by the responsible commander, the appropriate staff sections can begin work on their portions of the supporting plans and instructions. If the instructions are complete and coherently prepared, the exercise can be conducted simply by supervising their execution.

c. The G1 consults with the G3 and the chief umpire on umpire requirements. He prepares the personnel paragraph of the administrative order, and provides the G3 with the name, rank, and organization of all personnel that have a part in presenting the exercise.

d. The G2 studies the directive, the scenario, and the operation order, and prepares a series of enemy situations to guide the exercise along the lines intended. He reconnoiters the terrain to insure that his enemy situations are workable. His part of the operation order gives the Aggressor commander the general course of action of the Aggressor force and any special instructions he needs. The G2 consults with the chief umpire and the Aggressor force commander to agree on the information concerning the enemy situation to be released to the troops, and to plan the methods of releasing the information so that the troops will get maximum combat intelligence training. Next, the G2 prepares a worksheet showing the information to be released, the manner of releasing it, and a schedule for releasing it. He then prepares paragraph 1*a* of the operation order or an intelligence annex, and consults with the G3 to make

sure it conforms to the operation order, the control plan, and the troop orientation and critique plan.

e. The G4 studies the directive, scenario, and operation order and consults with individuals and agencies that will support the exercise, such as the quartermaster, ordnance officer, engineer, surgeon, signal officer, chemical officer, and provost marshal. He makes plans for *playing* the logistical support: he establishes complete or skeleton installations and performs actual resupply where feasible, and simulates physical quantities and weights where the actual supplies cannot be carried into the field. He also plans the *actual* support of the exercise based on requirements for ammunition, field rations, fuel, pyrotechnics, and any other special equipment, as well as medical evacuation, traffic control, and a claims plan. The G4 drafts the administrative plan and reconnoiters the terrain to make sure it is workable. He consults with the G3 to make sure it conforms to the operation order, the control plan, and the troop orientation and critique plan.

f. The chief umpire (or the G3 if he has been given complete responsibility for the exercise) designs the umpire system, including the number required and their assignments, the equipment required, communication channels, command channels, and the reporting and scoring procedures to be followed. He prepares instructions for the umpires to assist them in the problem and acquaint them with their duties, and makes plans for the location, date, and scope of the orientation and critique. The chief umpire makes sure that his plans conform to the scenario and operation order.

112. Directive

a. General. See paragraph 77 for a definition of the directive and a discussion of the information it should contain.

b. Ammunition Allocation. In all firing exercises, the directive states whether service or blank ammunition or none will be used, and indicates the amount available for each exercise. The ammunition allocation normally represents the maximum amount available and should not be construed to mean that all of it must be expended.

c. Training Area. If the directive does not assign a training area, the G3 selects one.

d. Type and Number of Units to Participate. The directive should specify the size and type of unit to participate in the exercise, including special units that are not organic to the participating unit. It also names the unit that is to act as the Aggressor force. The number of units to participate may be given a specific number or may be indicated by stating that all of the same type units assigned to an organization will participate in the exercise. For example, the statement may say that the exercise will be conducted for a rifle battalion and that all rifle battalions in the regiment will participate.

e. Sample Directive. A sample directive for a regimental field exercise is shown in appendix III.

113. References

a. See paragraph 78.

b. The author should systematize his research and the collation of his material. He should take particular pains to collect, evaluate, interpret, and organize facts relating to new or inadequately

developed aspects of the exercise. In addition to the suggestions in paragraph 78, the author can obtain helpful material through library services: unit histories, service journals, and semiofficial publications; from members of the Air Force and Navy who are qualified to offer expert or pertinent advice in their field; and from foreign army representatives.

114. Planning Schedule

To insure coordinated and timely planning for the exercise, the G3 prepares a planning schedule setting deadlines for the completion of tasks. The planning schedule lists all of the major plans, their completion dates, and the individuals responsible for them.

115. Reconnaissance

The G3 works closely with the G2 on the map and ground reconnaissance (par. 89). In planning backward for an exercise of this size, the G2 and G3 first determine the general area in which the problem will terminate and work back through the exercise area, selecting general locations for friendly and enemy activities and dispositions until they reach the area where the problem will start.

116. Scenario

a. General.

- (1) The G3 prepares the scenario as an annex to the training memorandum. It is the basis for all the plans, which must be carefully coordinated with it. The scenario may be prepared in narrative form, in illustrative form on a map or an overlay, or in a combination of the two. An example of

a scenario for a regimental field exercise is shown in appendix III.

- (2) The scenario may be general or detailed, depending on the desires of the commander and the purpose of the exercise. Scenarios of a general nature are used in exercises designed to develop coordination in the command, or when the exercise is to be the vehicle for a training test. Scenarios of this category outline only the broad aspects of the exercise, such as the mission, control lines, times to cross control lines, and the action of the command as a whole during each phase of the exercise. This allows greater freedom of play on the part of the participants. A detailed scenario is used when the purpose of the exercise is to correct specific deficiencies or to emphasize specific points in training. An exercise based on a detailed scenario requires close control and does not allow the participants much freedom of play.

b. *The General Situation.* See paragraph 80a.

c. *The Initial Situation and First Requirement.*

- (1) The initial situation is given as a warning order or an operation order. It comprises the tactical instructions issued to the commanders to start the exercise.
- (2) The first requirement follows the initial situation (par. 80b). The requirement is a guide for the umpires and is not made available to the unit in any form. It is broken down in detail in the umpire check-list.

d. Subsequent Situations. See paragraph 80c.

e. Time Schedule. See paragraph 80d.

f. Sequence of Events. A "sequence of events" may be prepared as an inclosure to the scenario. This is an abbreviated scenario arranged chronologically in column form to provide a ready index to the time, place, persons or units involved, and activity planned for any given situation.

117. Intelligence Plan

a. The G2 prepares the intelligence plan in coordination with the G3 and the chief umpire. It provides for the realistic play of combat intelligence.

b. Before writing the intelligence plan, the G2 studies the directive and the scenario and prepares a series of enemy situations that will guide the exercise along the lines intended. He reconnoiters the terrain to make sure that the enemy situations are workable. He then produces the Aggressor plan, indicating the various enemy situations and using an overlay, if desired, to show them graphically. With this plan and overlay, the commander of the Aggressor force prepares a detailed plan of operation to carry out the tasks indicated.

c. As part of the intelligence plan, the G2 prepares an information distribution plan which shows how the intelligence information will be given to the participating troops. The plan shows the information to be released, the manner of releasing it, and a schedule for distribution. There are two categories of information released through the distribution plan: that which the unit must have to insure that the exercise progresses as planned, and that which it receives only when it takes the proper action to obtain it.

d. See paragraph 111*d* for other G2 responsibilities. An example of the intelligence plan for a regimental field exercise is shown in appendix III.

118. Control Plan

a. The control plan provides for the organization of the umpire system and for instructions pertinent to the control and supervision of the exercise. The success of the exercise depends on the thoroughness of this plan and how well it is carried out. See paragraph 91.

b. The G3 prepares the control plan in close coordination with the chief umpire. He studies the scenario and designs an umpire system, including the number of umpires required (consults with the G1 on the number of personnel available), their assignment, their communication and transportation requirements, the type and frequency of their reports, and checklists and scoring procedures.

c. The control plan includes suggestions for umpire schools, rehearsals, and command post exercises to familiarize the umpires and safety personnel with their tasks and the planned play of the problem. The plan should provide specific instructions for umpires in conformity with the scenario and intelligence plan. The instructions are given to the umpires either verbally or in writing.

d. The chief umpire or director supervises the umpire system. In large field exercises involving considerable coordination, a director headquarters may be established for overall control. Many men and sizable amounts of communication equipment are needed for battalion and regimental field exercises.

- (1) If the umpires are taken from the participating unit, there will be vacancies which will have to be occupied by junior personnel. This is desirable at times, particularly in the latter phases of training. At other times, however, it is more desirable to have the unit at full strength with all personnel in their assigned positions; for example, when the exercise is for testing a unit or for a training inspection.
- (2) Since the participating units need all of their organic communication equipment, the author must provide other communication facilities for the umpires. They must be able to communicate with the chief umpire, with each other, and with the participating units. It is best to use both wire and radio when possible. Umpires of opposing forces can communicate with each other by wire and unit umpires may use wire to report unit decisions to chief umpires. When radio can be used exclusively, the radio nets should link all major umpire headquarters, the artillery umpires and fire marker teams, and friendly and Aggressor forces and their subordinates. (For more information on fire marker teams, see FM 105-5.) Special nets are sometimes required in particular tactical situations: for example, when a large armored attack is planned.

e. The author may base the umpire checklists on the situations, indicating various points that the umpires at all echelons are to observe and evaluate

for any given situation or phase of the problem; or he may base them on positions held within the participating unit. For example, he might prepare a separate checklist covering the activities of the commander and each staff member.

f. Subordinate umpires make periodic reports on the conduct of the exercise and the existing situation and make special reports on specifically desired subjects at given times during the exercise.

g. The director holds a rehearsal, war game, or command post exercise to make sure that all umpires are thoroughly familiar with the field exercise and any complicating situations that are likely to arise.

h. An example of a control plan for a regimental field exercise is in appendix III.

119. Administrative Plan

a. The G4 prepares the administrative plan. He includes every factor that will add to the realistic play of logistics from the standpoint of both administrative and technical requirements. He incorporates service participation in the exercise to give a proper picture of the part the services play in the support of such an operation.

b. The G4 consults with the G1 and appropriate special staff officers regarding the play of logistics, including the establishment of complete or skeleton service installations and resupply. He determines the availability of essential supplies, and works out a plan for medical evacuation and traffic circulation.

c. The G4 publishes an administrative order and various instructions, based on his administrative plan. The administrative order gives the logistical aspects of the exercise for the information of partici-

pants and control personnel. The administrative instructions concern the support that is required before and during the exercise. The G4 drafts the various administrative publications and then reconnoiters the terrain to be sure that his plan is workable. He checks with the G3 to be sure that his planning conforms to the operation order, the control plan, and the orientation and critique plan.

d. See appendix III for a sample administrative plan for a regimental field exercise.

120. Orientation and Critique Plan

The G3 or the chief umpire prepares the troop orientation and critique plan. The author shows who is to attend the initial orientation and the time and date for it; designates a site for the orientation and critique and arranges for its use. He prepares such maps and charts as may be necessary, and prepares and rehearses the orientation. He provides instructions for commanders to use to orient junior officers and troops that do not attend the initial orientation. The critique plan includes its scope: the time, place and date; and a schedule of speakers. A sample orientation and critique plan for a regimental field exercise is in appendix III.

121. Other Plans

Other plans, such as the claims plan and public information plan, may be prepared by appropriate agencies when warranted by the size, scope, and duration of the exercise. These plans are discussed in paragraphs 136 through 153 and some samples are shown in appendix III.

122. Training Memorandum

The G3 draws up a training memorandum as the final step in preparing a field exercise. The training memorandum is used for issuing the necessary orders, instructions, or directives to all personnel and units participating in or contributing to the exercise. It is prepared as a basic memorandum with annexes.

a. The basic memorandum answers the who, what, when, where, and why of the exercise; it is paragraphed to show the purpose of the exercise, references pertaining to the tactical doctrine involved, and a participation schedule.

b. The annexes to the basic memorandum include information requiring special distribution, and information or instructions on particular subjects that are detailed or lengthy. They are composed of the scenario with the operation order and administrative order, the orientation and critique plan, the administrative instructions, the control plan, and the special instructions to the Aggressor forces. See appendix III for a sample training memorandum for a regimental field exercise.

123. Conduct

a. A field exercise must be conducted with the same care and attention to details that go into its preparation. A perfectly prepared exercise can be worthless if its conduct is not thoroughly planned and coordinated.

b. Although the staffs of all headquarters and the communication system may function continuously during a field exercise, just as in combat, the combat features of the exercise are ordinarily played in phases. Each phase consists only of an action that

can be presented with realism and can be effectively controlled by umpires. For example, an approach march to contact, followed by an advance guard meeting engagement and subsequent deployment of the entire force, is very difficult to present realistically in terms of enemy fires and enemy movements if the action flows continuously. It is better to divide a field exercise of this scope into phases, such as: approach march; meeting engagement involving lead elements only; issuance of unit operation orders; administrative movement to attack or assembly positions; and execution of unit attacks. The chief umpire announces the end of each phase. In the intervals between phases, umpires and commanders explain the progress of the exercise to the troops. In exercises involving a battalion or larger unit, a series of phases should take up to two or more days. This will not tire the troops too much, and it gives the command and staff echelons training in continuous operations. The exercise will have more training value if it is carried through to a logical conclusion.

c. The play of the exercise normally begins with the commander's orders for starting action on the first requirement. The commander's first need is information of the enemy. He is allowed to obtain this information only if he seeks it through the regular channels that would be available to him in combat; that is, from higher headquarters or subordinate units, through the various reconnaissance agencies, or by personal reconnaissance. If he follows this procedure, the umpires furnish the information that he could normally obtain this way.

d. While umpires are not charged with the actual control of troops, they influence their movement and

conduct by assessing casualties and by restricting forward movement against superior firepower. It is important for umpires to prevent a situation from developing more rapidly than it would in combat and to keep the exercise from proceeding at an illogical rate. They penalize improper formations and exposed elements by subjecting them to air attack, artillery fire, or small-arms fire.

e. Commanders are responsible for tactical decisions and the appropriate orders to carry out the decisions. Umpires must avoid curbing the commanders' initiative. If a commander orders his unit over an exposed area swept by hostile fire, for example, the umpires should not countermand the order. Instead, if the situation warrants, the Aggressor is instructed to indicate such heavy fire that the umpire could inform the commander that he is unable to advance because of the enemy's fire superiority. Then the commander must either establish local fire superiority or change his scheme of maneuver before he is allowed to advance.

f. The scenario is the basis for umpire control. It is impossible to foresee all of the situations that may arise during the exercise, or to include in the scenario all of the instructions that may be necessary. Therefore, based on their knowledge of the situation, the umpires must supply the action needed to keep the exercise within the preconceived plan.

g. The chief umpire, his assistants, and the Aggressor force act continuously to give the exercise mobility and continuity. Assistant umpires keep their senior umpires informed of the situation, particularly troop movements, and the chief umpire maintains contact with the officer supervising the

entire exercise. When it is desirable to bring out certain lessons, such as an illustration of an envelopment, the chief umpire has appropriate assistant umpires introduce factors that will speed or slow the action of certain units.

h. Critique.

- (1) *Purpose.* The critique points up lessons learned during the exercise.
- (2) *Timing.* The critique is held as soon as practicable after the exercise has been completed. Enough time must be allowed to collect, collate, and evaluate the umpire checklists and to evaluate player reactions. The designated speakers must have time to prepare their talks and, when the critique is to be rehearsed, time must be allowed for it. Usually, the critique can be held the afternoon of the day following the last day of the exercise.
- (3) *Organization.* The orientation and critique plan should designate the speakers for the critique and specify how long each is to talk, as well as the time, place, facilities, and the personnel to attend. A critique rehearsal is not mandatory, but it is highly desirable because it improves the presentation and enables the various speakers to avoid repetition of comments.
- (4) *Attendance.* The maximum number of key personnel from all units that can be properly accommodated should attend the critique. The key men then hold critiques for their units based on the main critique, so that all personnel are reached.

- (5) *Location.* A critique for a regimental field exercise cannot properly be held immediately on the ground where the exercise ends, as in the case of a small unit, due to the great dispersion of key personnel and the time required for preparation. It is advisable to hold the critique in a comfortable building with good acoustics, such as a theater. Though the small units (companies, platoons) receive their formal critique after the main critique, they may hold preliminary critiques of their own on the ground as soon as the problem ends.
- (6) *Brevity.* The critique must be as brief as possible and still bring out the salient teaching points regarding the application of the tactical principles set forth in the directive. A straightforward, specific appraisal of the overall value of the exercise and the proficiency of participating units should be included. Positive action must be taken to prevent waste of time and loss of interest by—
- (a) Undue repetition of events that took place during the play of the exercise.
 - (b) Needless repetition by successive speakers.
 - (c) An overdose of "back slapping."

Section III. DEVELOPMENT OF COMMAND POST EXERCISE (CPX) FOR BATTALION AND REGIMENT

124. General

a. Command post exercises (CPX's) permit unit commanders and their staffs to apply theoretical

knowledge of proper command and staff procedures to a wide variety of tactical situations. They give the commander an opportunity to correct faulty staff procedures, improve coordination within the staff, and to evolve standing operating procedures which best conform to the functioning of his own and subordinate headquarters. Primarily, CPX's are used to train staffs and teams, but they are also invaluable as a rehearsal medium for field exercises or field maneuvers. By playing these exercises first as a CPX, the deficiencies revealed can be corrected to insure that the exercise will not fail or drag because of faulty preparation.

b. In all command post exercises, umpires represent echelons higher than the participating headquarters, adjacent units, and headquarters of non-participating subordinate units. A CPX may last for several hours or several days, depending primarily on its purpose. It should last long enough to demonstrate the desired principles but not so long that action drags and the participants lose interest. Whether or not the play is continuous depends again on the purpose of the exercise. If the exercise is to test the workability of a particular operation plan, regular training or office hours may be observed. If the purpose of the exercise is to provide field training in command staff procedures, the play should be continuous to present the complications that occur in uninterrupted operations.

c. The duration of a CPX may be varied by using a time ratio of 1 to 2 or more; that is, by allowing one hour of actual time to represent two or more hours of problem time. For the sake of realism, a time ratio of 1 to 1 is desirable, but any ratio may

be used that permits enough problem play to illustrate the desired principles while maintaining realism. If an artificial time ratio is used, care must be taken during the development of the exercise to determine when it may be used effectively and yet not confuse the problem play. A probable solution is to use a 1 to 1 time ratio during the planning phase of the problem play and then revert to a 1 to 2 time ratio during the operational phase, which is the phase during which troops would be executing the plans if they were taking part in the exercise.

125. Location of Command Posts

In some exercises, it is desirable to have all command posts that take part in the problem in the same general locality, either in the field or indoors. This creates an artificial situation that is unrealistic, particularly with respect to signal communications, but it permits an economical use of headquarters and control personnel. In a normal distance CPX, it is desirable for command posts to be in realistic locations. The distances separating command posts should be the same as in a combat situation, particularly when normal strength signal communication units are participating. Otherwise, the players overlook or discount difficulties of communications that occur in actual operations. It is not desirable to hold CPX's with the headquarters in their permanent garrison locations. Not only is this unrealistic, but participants have difficulty divorcing themselves from routine business and in concentrating on problem play.

126. Development of a CPX

The development of a CPX is identical to that of a field exercise (pars. 119-131).

127. Conduct

a. See the appropriate parts of paragraph 123 and the following supplementary instructions.

b. In a one-sided CPX, umpires represent the enemy force as well as subordinate and senior units. To insure that the exercise progresses as planned, the umpires representing the enemy follow the detailed Aggressor plan and overlay very closely. The umpires that represent subordinate and senior headquarters follow the scenario in depicting the actions of these headquarters. Umpires representing senior units issue orders previously prepared as part of the scenario or orders evolved during the play of the problem to cause the participating headquarters to follow the course of action indicated in the scenario. Umpires representing subordinate units respond to orders from participating headquarters and indicate the result of their actions by messages sent up to their senior headquarters that guide and direct the problem play according to the scenario.

Section IV. DEVELOPMENT OF A MAP EXERCISE

128. General

A map exercise is the most commonly used and probably the most effective type of tactical exercise for presenting command and staff principles, doctrine, and procedures *in the classroom*. It overcomes many of the inconveniences of field exercises and field maneuvers. In addition to being economical

and suitable for training large numbers of officers for key positions, the map exercise has no artificial limitations of safety zones, private property, or understrength units, which sometimes detract from field training. It offers a broad field for selecting terrain to fit any type of problem, since any terrain can be used if suitable maps are available. Map exercises permit realistic training in the preparation of plans and orders from a map. On the other hand, they have certain definite disadvantages. They are not realistic as to time, space, weather, and terrain, and there is only a limited opportunity for introducing problems that arise from human imperfections and mechanical failures. It is hard to demonstrate in a map exercise that sound, workable plans and clear orders will not, by themselves, insure success in battle, but that constant supervision and determined execution by capable and aggressive leadership is equally important and necessary. Realism must often be sacrificed in order to provide certain facts and assumptions as a basis for solution that the commander or staff would have to deduce in a real situation. In the map exercise it is difficult to portray conditions that show how surprise influences a given situation. Map exercises should be planned and developed to minimize the disadvantages as much as possible.

129. Directive

If a higher headquarters does not issue a directive, the author must write one. See paragraph 77 and the following supplementary information.

a. Purpose. Here are examples of the teaching points that are stressed in a map exercise: making a

unit intelligence estimate, preparing a fire plan, employing engineers, and controlling traffic.

b. Type Training. In addition to the items in paragraph 77, type training for a map exercise indicates the weather, time of day, and time of year that are assumed, as well as operational variables, such as a desert or mountain operation, river crossing, amphibious assault, or the like.

c. Time and Place. The place, date, and time of the exercises is shown in the directive. (A map exercise is normally conducted in an indoor classroom.)

d. Units to be Played. The size and type of units involved depends on the level of the training. If the objective of the exercise is to prepare officers for functioning as command and staff officers at regimental level, then regimental sized units should normally be the largest played.

e. Maps. If the map(s) to be used for the exercise is not specified in the directive, the author may choose an appropriate one that is in ample supply. The map must show, of course, terrain features appropriate to the exercise: the most obvious features, such as a river for river crossing instruction, as well as less apparent ones, such as soil trafficability for armored operations. It must be big enough to portray the operation completely and its scale must be large enough to show all the detail a student needs to make an intelligent terrain analysis. It may be necessary to use two maps of different scales to fill both these requirements, or to show both general and subsequent situations, but it is desirable to use only one map, when possible.

f. State of Training. The author should know what training his students have already had and what future training has been planned for them so he can develop his map exercise at a level that is both appealing and instructional.

130. References

See paragraph 113.

131. Developing the Plan

a. The first step in developing a plan for a map exercise is to write an outline of presentation. An outline of presentation is simply a list of the teaching points in a logical sequence of instructional blocks with classroom time allocated to each of the blocks. The teaching points are those stated specifically or implied in the directive and then expanded or modified by the author after he studies his reference material (par. 113). The outline of presentation is perhaps the most important step in developing a map exercise, because it is the basis for most of the other preparatory work.

b. If the directive does not specify the map to be used for the exercise, the author's next step is to choose one that is appropriate. See paragraph 129*e*.

c. The author then makes a tentative plan for the play of the exercise on the map, basing it on his outline of presentation. The plan must insure that the students arrive at the goal indicated in the outline of presentation, and the author's best approach is to first decide how the students are to participate in the exercise. He asks himself, "What can I require

of the student in this exercise that will cause him to learn?" This is a general question and it can and should be answered generally, without a specific situation in mind. For example, the author may decide that the student should demonstrate and apply his knowledge by participating as the S3 of an infantry regiment and that he will require the student to submit on an overlay his recommendations for the zones of action and line of departure to implement a regimental attack. He leaves until later the exact wording of the requirement which will produce this effort on the part of the student and the writing of the situation that will provide the basis for the solution. He determines the general pattern for student participation in all of the teaching points in the outline of presentation before he prepares any specific situations.

d. After he has established a general pattern for the requirements, the author determines the specific situations that he must place in the exercise to correspond to them. Completeness and continuity of the situations are important. When he has decided on the specific situations, he makes a "fix of the battlefield". This consists of outlining on the map the situations in the exercise. To do this, the author visualizes the disposition of troops and installations, both friendly and enemy, on the "ground" represented by the map. He decides, for the entire exercise, what the activities and movement of the opposing forces must be to tie in with the situations he wants to present. By outlining on the map the various forces and activities, he has a graphic picture of the plan and play of the problem.

132. Study Assignments

a. The students must have enough background knowledge, acquired through experience or study, to allow them to participate intelligently in the map exercise. Since experience is a variable factor within any class, the author must select a study assignment for the members that will give them a common level of background knowledge. He can choose a minimum study assignment of new and review material by analyzing the answers to the following questions:

- (1) In view of the purpose of the map exercise and its requirements, what does the student need to know?
- (2) What knowledge can the student be expected to have acquired from previous instruction?
- (3) For this particular map exercise, what learning is to take place solely in the classroom?
- (4) Finally, what remains for the student to learn before he begins the map exercise?

b. The author also assigns any practical work that the students need to complete before they start the map exercise.

133. Checking the Initial Plan

The author has now decided on the requirements necessary to emphasize the teaching points, and has devised situations that will lead to their logical presentation. He has made a graphic portrayal of the exercise on the map, and has chosen study assignments for the students. This completes his initial planning which he should check with the directing authority, if appropriate, before proceeding with

the final plan. The author and the directing authority check particularly the—

a. Outline of presentation to see that the breakdown of time and the method of presentation are practical.

b. Author's notes on the requirements and situations to see that they are complete, clearly stated, and plausible.

c. "Fix of the battlefield" to see that the story of the exercise is clearly indicated and that the terrain has been used adequately and correctly.

d. Study assignment to see that it is pertinent and maintains continuity with other instruction.

134. Writing the Exercise

The author is now ready to write the exercise in its final form. He prepares the situations and requirements he will present to the students and the administrative requirements. The requirements are discussed by topic in *a* through *h* below.

a. Student Requirements. Realism is of paramount importance in a good requirement, whether it is one of tactical decision, strategic planning, or staff work at any level. The correct wording of a requirement is also important and requires considerable thought, skill, and practice. The author must specifically state, without excess wordage, what is wanted from the students. Appropriate subjects for requirements in a realistic sequence of events are—

- (1) An estimate or analysis of the factors to be considered in arriving at a decision.
- (2) The development of long-range and alternate plans or portions of them.

- (3) The preparation of instructions and orders or portions of them.
- (4) The actions taken when subordinate units request modifications in plans, orders, and instructions. Such requests are common and require the use of judgment and knowledge on the part of commanders and staff officers.
- (5) The actions and orders of commanders and staff officers during the execution of plans and orders.
- (6) Coordination within a staff and between commanders.

b. General Situation. The author (instructor) gives the students the general situation immediately before they start the exercise. It consists of a brief picture of the events that have transpired immediately before the exercise begins, including a short summary of what the participating unit has been doing, its location at the start of the exercise, and friendly and enemy situations. The friendly situation starts with a unit two echelons higher than the participating unit. For example, for a battalion exercise, the statement of the friendly situation starts with the division. The maps that will be used are specified.

c. Subsequent Situations. The author now puts his tentatively planned subsequent situations in final form, writing them down in such a way that they tell a realistic story of the exercise. The situations can be described realistically by using complete orders or extracts, estimates, or reports that would be normal in combat. The situations in a map exercise must do more than present a complete set

of facts from which a solution may be deduced; they must indicate the status of variable influencing factors in the light of which military principles are applied to arrive at a sound solution. The following are the most commonly used variables:

- (1) *Mission*. This is the paramount variable. The use of a specific mission in connection with other variables allows the author to create almost any situation desired. Students must have as much practice as possible in meeting and overcoming the many variables that affect the accomplishment of the mission.
- (2) *Relative strength*. Portraying the enemy as being weaker or stronger in manpower, firepower, or materiel ordinarily causes aggressive or passive action on the part of the friendly force being played in the exercise. To create maximum realism, relative strengths should seldom be presented as the single decisive variable.
- (3) *Morale*. It is difficult to portray realistically a state of morale and the effect of morale on the combat efficiency of a force. When a situation is based on a force's state of morale, the author can only give facts that have a bearing on morale and then require the student to deduce their effect.
- (4) *The composition and disposition of forces*. Either one or both of these factors may be made a critical influence. A superiority in friendly artillery, for example, may justify attacking an enemy that is equally strong in other respects. Similarly, a weaker force,

mobile, and prepared for combat, may make a successful attack against a larger force that is in an unfavorable formation or position. Other variables such as weather and terrain are closely related to these factors.

- (5) *Reinforcements.* The location of a reserve or a second force, along with information that can be used to estimate the time when it can enter the battle has considerable influence on a decision.
- (6) *Terrain.* Observation, cover, troop movements, installations, and transportation are all affected by terrain. Unnatural assumptions regarding terrain should be avoided in a map exercise; terrain best suited to the operation should be selected and the student should be required to use it as represented on the map.
- (7) *Time and space.* Distance, as an element of time and space, enters into most of the variables mentioned. Distance must always be considered in connection with rates of movement and time. Varying amounts of daylight and darkness can be used in connection with distances to create a desired situation.
- (8) *Logistical considerations.* The status and continuity of logistical support (supply, evacuation and hospitalization, transportation, and service) can determine the effectiveness of any military force.
- (9) *Weather.* This factor should always be introduced into map exercises, particularly as it affects observation and ground mobility.

d. Time Schedule. The author prepares a time schedule showing the amount of time to be devoted to the orientation, the situations and requirements, and the critique. A rehearsal of the exercise will assist in firming up the time schedule.

e. Assignments. The author gives the students their study assignments (par. 132) in the form of references to standard available texts. He may issue supplementary study material in advance sheets when necessary.

f. Advice to Authors. Write briefly and clearly, using simple words and sentences that convey a precise meaning. Keep instructional material to a minimum:

- (1) Do not issue a separate general situation unless it is essential to understanding.
- (2) Overprint situations on the map rather than issue separate special situation overlays.
- (3) Consolidate material on overlays as much as possible; do not use overlays to illustrate unimportant changes.

g. Training Aids. The author is responsible for providing training aids. Small classes or groups do not usually need elaborate aids. All training aids that are used should be appropriate to the subject, guarantee an economy of time and effort, and simplify instruction. For information concerning their use and characteristics, see FM 21-6. Complete instructions for the use of training aids should be included in the lesson plan.

h. Lesson Plan. The author's final major task is to write a lesson plan. This is a plan of the exercise written in such detail that an instructor who is not familiar with the original study and research involved

can use it to conduct the exercise. The lesson plan insures a uniform presentation of the exercise to various classes or groups. FM 21-6 discusses lesson plans more fully.

135. Conduct

a. The instructor gives the students their study assignments before the time scheduled for the exercise. He may also issue the general situation and the opening subsequent situation(s) and require the students to complete them before the scheduled presentation of the exercise.

b. In conducting the exercise, the instructor precedes each situation with a short summary of the principles and techniques that are to be applied to it. He gives the students enough time to complete the requirements as they are presented, then tells them the approved solution, summarizing the principles involved and pointing out their application to the situation. In addition to this, the instructor gives the students written copies of complicated solutions, especially those that involve a large amount of factual or computational detail. He also distributes written solutions that he does not plan to discuss in class.

c. The author may have the students solve the requirements in one of the following ways: individually, by committee (5 or 6 students is preferable), or by small staff groups. Individual solutions are appropriate for short requirements that relate primarily to one subject and for which the pertinent factors are already established. Group solutions are appropriate when basic factors must first be considered and when the task can be further divided

into subtasks that can be undertaken simultaneously. In deciding whether to use individual or group solutions, the author must consider the time that can be devoted to a requirement. As a general rule, it is seldom profitable to devote less than one hour to group work.

d. It is very important to critique a map exercise. The author restates all the principles illustrated and discusses the way they were applied to the requirements; and he analyzes the lessons learned.

CHAPTER 8

DEVELOPMENT OF TACTICAL EXERCISES FOR DIVISION

Section I. GENERAL

136. Introduction

a. Objective. The threefold training objective of all types of division tactical exercises is to—

- (1) Integrate the organic staffs and units of the division in a coordinated and efficient team capable of successful action in combat.
- (2) Attain a high degree of unit and individual proficiency in tactical operations.
- (3) Advance the training of all troops, units, and staffs.

b. Mission. The mission of division tactical exercises is to illustrate and give practice in specific and clearly defined training principles or objectives.

c. Prerequisite. Division tactical exercises represent an advanced phase of training. Individuals, units, and staffs should take part in them only after they have attained a reasonable degree of proficiency in smaller unit tactics.

137. Responsibilities

The division commander is responsible for all training of the division, but the G3, principally, and all other members of the general and special staffs and

commanders of subordinate units are charged with planning, preparing, and executing division exercises. This requires sound direction and constant supervision by commanders at all echelons.

138. Realism

a. Tactical exercises should be as realistic as the planners can make them. Realism is heightened by—

- (1) Using Aggressor troops to portray the enemy.
- (2) Using a 1=1 time factor between actual time and game time.
- (3) Playing space and movement according to true time-distance factors.
- (4) Playing all available weapons, equipment, and latest military technology for both friendly and enemy forces, including close air support, mine warfare, and all recently developed specialties.

b. See also paragraph 108.

139. Control

See paragraph 118 and FM 105-5.

140. Communications

See paragraph 118*d*(2).

Section II. DIVISION FIELD EXERCISES

141. General

a. Division field exercises are tactical training exercises conducted by a complete division in the field under simulated combat conditions. They can be carried out more efficiently and effectively if they are prepared first as command post exercises. This prepar-

atory play is particularly valuable for a division's first field exercise.

b. Division field exercises are initiated by a directive from either higher headquarters or the division commander at an appropriate time in the training cycle.

- (1) It is preferable for an exercise to be planned, prepared, and supervised by a higher headquarters. When the director group is organized within corps or higher headquarters, all members of the division can receive training in their assigned positions during the play.
- (2) When the planning, preparation, and supervision must be done within the division, the commanding general should appoint an exercise director and staff for this specific purpose. The director group, composed of representatives of appropriate staff sections, works separately from the division staff, which carries on its normal duties plus the staff tasks involved in preparing the division for the exercise. Three ways of setting up a director group within the division is described in (a), (b), and (c) below.
 - (a) The principal members of the division staff can be used as the director group: the G1, G2, G3, and G4; the chiefs of special staff sections; the division artillery S3; the public information officer; and necessary assistants. This puts the most experienced personnel in guiding roles and gives their assistants valuable train-

ing in performing tasks at one level higher than normal.

- (b) An alternate method is opposite to the one above: the staff assistants can serve as the director group. This allows the principals to remain in their assigned jobs for the exercise.
- (c) For maximum training benefits, these methods should be alternated in successive exercises.

c. Throughout this chapter the members of the exercise director staff are referred to according to their appropriate staff titles: director staff G3, director staff G2, etc.

142. Sequence of Events

The sequence of events in a division tactical exercise, beginning with the directive and continuing with the major task to its conclusion, though somewhat overlapping, generally follow this chronological pattern.

a. Issuance of the directive—by higher headquarters or the division commander.

b. Designation of the exercise director and staff—by higher headquarters or the division commander.

c. Preparation of the planning schedule—by the director staff G3.

d. Preparation of an outline plan for the exercise—by the director staff G3.

e. Preparation of the scenario—by the director staff G3.

f. Preparation of the major supporting plans:

- (1) Intelligence plan—prepared by the director staff G2.

- (2) Administrative plan—prepared by the director staff G1 and G4.
- (3) Control plan—prepared by the director staff G3 or chief umpire.
- (4) Orientation and critique plan—prepared by the director staff G3 or chief umpire.
- (5) Public information plan—prepared by the director staff public information officer.
- (6) Claims plan (if required)—prepared by the director staff G4 and G1.

g. Preparation of the training memorandum—by the director staff G3.

h. Procurement of additional personnel, supplies, and equipment—by the director staff G1 and G4.

i. Preparatory training for participating troops and Aggressor—by their respective commanders.

j. Acquisition of terrain, if applicable—by the director staff G4.

k. Schooling for umpire personnel—by the chief umpire.

l. Orientation of player personnel—by the exercise director.

m. Play of the exercise—by all concerned.

n. Supervision of the exercise—by higher headquarters, the exercise director, and the division commander.

o. Main critique—by the exercise director and appointed umpires and commanders.

p. Unit critiques—by their respective commanders.

q. Submission of reports—by the exercise director.

143. Planning

The bulk of the planning for a division field exercise falls to the director staff G3. He takes the following course:

a. Studies Directive. Before he starts planning, the director staff G3 studies the directive in detail to determine the specific training objectives so that he can design the exercise accordingly. He makes certain that the directive provides all pertinent information which includes, as a minimum, the units to participate; the type of training to be emphasized; dates; times; places; the terrain to be used, including any limitations; and field exercise funds available, when required.

b. Studies References. After familiarizing himself with everything the directive requires, the director staff G3 studies all available pertinent reference material and confers with experienced men who can offer helpful suggestions (par. 113).

c. Prepares Planning Schedule. To insure co-ordinated and timely planning, the director staff G3 now prepares a planning schedule, setting deadlines for each major and minor task. The planning schedule lists all of the major plans required for the exercise, the individuals responsible for their preparation, and the times they must be submitted for the commander's approval. The plans to be included in the planning schedule are listed in paragraph 144.

d. Makes Map Reconnaissance. Following the reference study, the director staff G3 makes a map reconnaissance of the terrain specified in the directive. Within the limitations imposed by the directive in regard to the use of terrain, funds, etc., he tentatively

selects appropriate terrain features around which to develop an exercise to suit the directive's training objectives.

e. Prepares Outline Plan. While making the map reconnaissance and selecting suitable terrain features, he begins to visualize an outline plan for the exercise. He progressively adds various situations which serve to bring out the prescribed training objectives in a realistic sequence. He transcribes these ideas to paper and thus produces an *outline plan*, which serves as a basis for the exercise scenario. Before proceeding with the scenario, he obtains approval of this outline plan.

f. Makes Air and Ground Reconnaissance. To confirm the map reconnaissance and to become thoroughly familiar with the exercise area, the director staff G3 now makes an air and ground reconnaissance. He confirms his outline plan and makes such minor adjustments as necessary. This brings him up to the writing of the scenario.

g. Prepares Scenario. The scenario is a chronological sequence of situations and requirements designed to lead the elements of the division through the situations and force them to accomplish the desired training. It is used as a basis for the preparation of all other exercise plans and all actions of the Aggressor forces. The director staff G3 prepares the scenario from his outline plan. It may be in writing or in graphic form (overlay), or a combination of both, and it must be approved and distributed in time to be of use to everyone who is charged with preparing supporting plans.

144. Preparation of Supporting Plans, Documents, and Activities

a. General. This preparation phase consists of the—

- (1) Formulation of all plans and the training memorandum.
- (2) Procurement of additional personnel, supplies and equipment.
- (3) Activation of director headquarters and the control group.
- (4) Schooling of umpires.
- (5) Training of player and Aggressor troops.
- (6) Continual review and modification of all plans.

b. Major Plans and Training Memorandum. Major plans, based on the scenario and to be incorporated in the training memorandum, are prepared by various members of the staff as prescribed in the planning schedule. (See app. III for sample plans that can be modified for a division exercise.) These major plans, including usual supporting subordinate plans, are described below.

- (1) *Intelligence plan.* The intelligence plan contains a series of enemy situations, or enemy scenario, based on the main scenario and designed to force the exercise along the lines intended. The director staff G2 prepares this plan. With a view toward realism, he provides for the realistic play of combat intelligence and the conduct of the enemy, represented by the Aggressor forces. The intelligence plan must be carefully coordinated with the control plan ((3)

below), as well as with the scenario. Plans that support the intelligence plan are the—

- (a) *Information distribution plan.* This is an enemy intelligence control plan, prepared by the director staff G2 in coordination with the director staff G3 and the chief umpire. It is composed of items selected from the enemy scenario. The umpires use it as a guide for releasing specific enemy information when the participating units make correct efforts to obtain it. The plan is prepared in tubular form, with columns showing—

1. Message number.
2. Time of release and situation.
3. Delivered by (e. g., a certain umpire or higher headquarters).
4. Text of information or situation.
5. Delivered to (e. g., battalion commander, G2, or other).

- (b) *Aggressor plan and situation.* This plan, which includes Aggressor equipment, assembly, orientation, schooling, operation plan, and rehearsal, is prepared in detail by the director staff G2 to support his intelligence plan. He must coordinate it carefully with the scenario, control plan, and information distribution plan. He may prescribe a rehearsal in the form of a map maneuver, command post exercise, actual rehearsal on the ground, or any combination of these.

- (c) *Directive to Aggressor commander.* The director staff G2 prepares this directive.

It contains realistic orders and instructions covering any details he wants to bring out in the training of the player units, and any special items that are not contained in the other instructions.

- (d) *Intelligence annex to corps operation order.* The most realistic method of starting the division play is to issue tactical instructions from the corps commander (chief umpire) in the form of an operation order. The director staff G2 prepares the intelligence annex to this order. This gives the division G2 a basis for his intelligence actions during the play of the exercise.

- (2) *Administrative plan.* The administrative plan is prepared by the director staff G4 in close coordination with the director staff G1 and assisted by members of the special staff of the planning group. It includes all administrative details concerning the preparation, conduct, and after-action phases of the exercise and contains instructions for the realistic play of logistical support for both Aggressor and friendly troops. It also provides for the concurrent training of the service elements involved. It is supported by the following subordinate plans:

- (a) *The umpire assignment plan.* This plan lists all personnel to be assigned as umpires during the exercise and places them under the control of the chief umpire.

- (b) *Movement plan.* The number of partici-

pating troops, Aggressor troops, and control personnel involved in a division tactical exercise may approximate some twenty thousand men. The director staff G4 must prepare a detailed movement plan to insure a coordinated use of transportation and all routes into and out of the exercise area. Failure to do so may result in many difficulties and may even upset the entire timetable of the exercise.

- (c) *Extracts of the army administrative order.* The director staff G4, assisted by the director staff G1 and the special staff of the planning group, prepares pertinent extracts of the army administrative order to accompany the corps operation order that is used to start the exercise. The extracts must contain enough to allow the division administrative and logistical elements to properly and realistically play their normal support functions. Every item must be in consonance with the scenario and the corps order.

- (3) *Control plan.* The director staff G3, or the chief umpire in close coordination with the director staff G3, prepares a control plan containing all instructional details for the control personnel (exercise director, control group, chief umpire and staff, and unit umpires). It consists, as a minimum, of the following subordinate plans:

- (a) *Umpire assignments.* This plan extends the administrative umpire assignment

plan discussed in (2) (a) above, by assigning each umpire to a specific headquarters or unit.

(b) *Schedule of umpire orientation and training.*

This schedule includes all such orientation and schooling in umpire duties that is determined to be necessary according to the degree of qualification and experience of the umpire personnel. Timing should allow—

1. Complete qualification of all personnel, including qualification in the use of umpire equipment.
2. Study of the scenario, training memorandum, references, and other plans.
3. Rehearsal in the form of a CPX or map maneuver.
4. Terrain reconnaissance.

(c) *Umpire checklists.* The chief umpire draws up umpire checklists to guide the umpires in their analysis of actions taken by the players and to provide a coordinated and comprehensive basis for critique discussion and after-action umpire reports. The checklists consist of a series of questions regarding tactical, logistical, technical, and administrative actions pertinent to each type unit or headquarters. The information noted on the checklists as the exercise progresses is collected at umpire headquarters as each exercise phase is finished or at the end of the exercise, as desired, and is used in preparing the critique and reports.

- (d) *Umpire communication plan.* Good communication is an essential element of umpire control. It insures complete umpire coordination during the play of the exercise. This plan is prepared by the chief umpire, assisted by the director staff signal officer.
- (4) *Orientation and critique plan.* The director staff G3, or the chief umpire in coordination with the director staff G3, prepares this plan. It contains detailed administrative instructions for orienting the players before the exercise and for critiquing them afterwards.
- (a) The preexercise orientation is essential if all personnel are to start on the same basis and carry out their duties with interest and enthusiasm. Enough key personnel, consistent with available facilities, should be designated in the plan to attend the orientation to insure that the information is passed to all participating personnel. The plan also should include provisions for time, date, place; the necessary maps, charts, etc.; an appropriate agenda; and a rehearsal.
- (b) The critique, which should be held as soon after the exercise as practicable, must be brief. It should include a short résumé of the exercise phases and a discussion of only the major achievements and errors in applying tactical principles. See also paragraph 123h.
- (c) Though the orientation and critique plan

is considered a major plan, it is often published as an appendix to the control plan.

(5) *Public information plan.* The director staff public information officer prepares a public information plan to take advantage of the fine opportunity for publicity which an exercise offers, and to prepare the local populace for any unusual or inconveniencing situations that may arise in connection with it.

(6) *Claims plan.* When a division field exercise involves the use of nongovernment land, buildings, or equipment, the director staff G4 must prepare a claims plan. He coordinates with the director staff G1, the judge advocate general, the engineer officer, and the director staff G3. The plan must designate—

- (a) A claims officer and assistant(s). The claims officer should be appointed early enough to execute the leases for the property required. The same officer should be responsible for settling any claims arising from the exercise.
- (b) The amount of land, equipment, or building space required.
- (c) A rental procedure.
- (d) The length of time that land, equipment, and/or building space is required.
- (e) The provisions in contracts with property owners as to the use of the property.
- (f) Instructions for the troops regarding limitations on the use of rented property.

- (g) The procedure for obtaining claim releases.
- (h) Off limit areas to be posted.
- (7) *Training memorandum.*
 - (a) The director staff G3 prepares the training memorandum. This memorandum is discussed in paragraph 122.
 - (b) Appendix IV is a list showing type plans for field and command post exercises, the individuals normally responsible for their preparation, and their recommended distribution.

145. Conduct

- a. See paragraph 123a through f.
- b. Examples of phases for a division field exercise are: night attack, daylight attack, position defense, delaying action.

146. Critique

See paragraph 123h.

Section III. COMMAND POST EXERCISES FOR DIVISIONS

147. General

See paragraphs 59 and 124 for a definition of command post exercises (CPX). Division command post exercises parallel in many ways division field exercises (pars. 141-146); the planning and preparation for them follow the same general pattern, but are not as extensive. The conduct of a CPX may be on a reduced scale, but very similar to a field exercise, with actual tactical displacement of the various headquarters; or it may be restricted

to a map maneuver. Paragraphs 148 through 151 point out the major differences between field and command post exercises.

148. Planning

The ground and air reconnaissances for a division CPX need not be as extensive as that for a field exercise, because the major portion of the ground will not be occupied by either player or Aggressor units. They can be limited to the extent needed to plan the field movement of the unit headquarters involved.

149. Preparation

a. Aggressor. In a CPX, the enemy is represented only by umpires.

b. Administrative Plan. The administrative plan is prepared for a CPX as for a field exercise, but its scope is not nearly as extensive. Normally, it is not given general distribution. It must provide for additional and unusual supplies and equipment, such as shoulder loops, white flags, additional rations for umpires, etc., in addition to bringing TOE supplies and equipment up to strength. It also provides for certain administrative procedures, such as messing facilities for umpire personnel; particularly for umpires from another unit while they are being schooled.

c. Movement Plan. A movement plan probably will not be needed for a division CPX unless an unusual situation exists or the director staff G4 recommends one for training purposes. The small number of headquarters and vehicles involved should not congest the roads to the exercise area.

d. Control Plan. A division CPX control plan consists of the same general items, but has less scope than one for a field exercise because fewer umpires are involved.

e. Public Information Plan. A division CPX does not offer as good an opportunity for publicity as a division field exercise, but the director staff public information office should make every effort to stimulate interest in it.

f. Claims Plan. A claims plan normally will not be required for a division CPX, except as a training medium.

150. Conduct

A division CPX must be supervised and controlled as carefully and completely as a field exercise, if full training value is to be obtained.

151. Critique

The critique can more closely follow a CPX than a field exercise. The general critique pattern is the same for both exercises, except that all who participate in the CPX usually can attend the main critique.

Section IV. MAP MANEUVERS

152. Definition

See paragraph 62.

153. Use

Map maneuvers, which are one form of command post exercises, can play an important role in the training of division command and staff personnel. They can be conducted as follows:

a. Have key staff members represent one side and their assistants the other; use umpires from divisional units.

b. Pit the commanders and staffs of two regiments or battalions within the division against each other, with members of a third similar unit acting as umpires. Have the units alternate their roles for subsequent plays.

CHAPTER 9

DEVELOPMENT OF TACTICAL EXERCISES FOR CORPS AND ARMY

154. General

The development of tactical exercises for a corps or an army follows a pattern similar to that for divisions, as discussed in paragraphs 136 through 153. But, as the number of troops participating in a training exercise increases, so do the difficulties and details of planning, preparation, and conduct. Thus, some unique problems will arise for those engaged in producing sound field exercises or command post exercises for corps and armies. The following paragraphs discuss the major variations between exercises for the larger units and those for divisions.

155. Planning

a. Organization. The increased scope of corps and army field exercises and CPX requires larger planning and control groups, and more extensive coordination in all phases of planning, preparation, and execution.

b. Planning Schedule. The planning schedule for large-scale exercises must allow more time for all members of the planning staff to complete their work. A division CPX can be planned and prepared for in approximately 6 weeks or less and a division

field exercise in 2 months, more or less. For a corps exercise that employs Aggressor forces, many individuals will be involved in plans and preparations over a period of from 4 to 6 months; for an army exercise, planning and preparation may take over 1 year. Every task, large and small, must be considered and provided for in the planning schedule. The records of previous exercises of like size and nature should be studied to assist in determining appropriate scheduling. Consultation with persons experienced in large-scale exercises is always advisable.

c. Terrain Reconnaissance. A larger ground area is needed for the larger and more numerous units that participate in large-scale exercises. The terrain reconnaissance, therefore, will be much more extensive and time-consuming.

d. Scenario. The larger a tactical exercise becomes, the deeper all staff sections become involved in planning and preparing for it. Scenarios for corps and army field exercises and CPX must be greatly detailed to provide enough guidance for making comprehensive plans to train realistically the many combat, administrative, and technical participants.

156. Preparation

The preparation of all supporting plans; training of participating and Aggressor troops; schooling of umpires; procurement of additional personnel, supplies, and equipment; and preparation of the area for large-scale exercises becomes a vast program, requiring much time, energy, and detailed coordination over a period of several months. In the initial stages only a few men will be involved, some only part-

time. As the planning progresses, however, the scope and personnel requirements grow. At the appropriate time, the exercise director and certain key members of his staff should be freed from other duties so that they can devote all of their time and interest to producing this widely influential training enterprise. They should give other personnel involved in its preparation clear and comprehensive instructions and careful supervision to insure the successful completion of every facet of the problem.

a. Control Plan. The control plan must be realistically designed in detail to bring out the training objectives of the directive, and it must be coordinated very closely with the scenario. It must provide for rehearsal by umpires (and for Aggressor forces in two-sided maneuvers). Alternate control plans should be prepared.

- (1) Rehearsals serve as an excellent test for the extensive umpire communication nets.
- (2) Umpire and Aggressor training becomes more of a problem as the size of the exercise increases, because there are not enough trained umpires or troops familiar with the Aggressor role to handle large-scale exercises. A large instructor staff is needed to train the many umpires. Approximately 50 officers and 50 enlisted men are needed in the instructor school to train 1,000 umpires. Similar problems arise in training troops to represent Aggressor. FM 105-5 analyzes a 120-hour umpire school problem.

b. Administrative Plan. The details of the administrative plan increase proportionately with the

size of the exercise. Particular attention must be given to details that will cover all eventualities in the—

- (1) Procurement of supplies and equipment, such as—
 - (a) Blank ammunition.
 - (b) Pyrotechnics.
 - (c) Signal equipment for umpire communications.
 - (d) Aggressor uniforms and equipment.
- (2) Establishment of adequate safety regulations.
- (3) Billeting, messing, and administration of the umpires and Aggressor cadre.
- (4) Billeting, messing, and administration of visitors. VIP's must have transportation, escorts, and up-to-the-minute briefings.
- (5) Establishment, administration, and conduct of schools.
- (6) Procurement of terrain appropriate for the exercise.
- (7) Development of the claims plan.
- (8) Administrative movement of troops and individuals to and from the exercise area.
- (9) Procurement and budgeting of special field exercise (SFE) funds.
- (10) Procurement of language specialists, including liaison officers, for a combined exercise or as interpreters for allied visitors.

c. Training Memorandum. It follows that the training memorandum, which incorporates all other plans and instructions, becomes very voluminous for large-scale exercises. With all of its annexes, it may consist of many volumes. The various

portions of the training memorandum must be carefully distributed so that everyone who needs a copy receives one, but so no copies are wasted.

157. Conduct

a. The successful conduct of a large-scale tactical exercise depends, even more than those of lesser scope, on the initiative and enthusiasm of the participants and the energy and ingenuity of the umpires. The director and the umpires must use all measures for control and realism brought out during rehearsals and must seize every opportunity to inject other appropriate measures as the changing situation permits.

b. Playing the exercise in phases becomes increasingly important as the size and number of participating units increase.

158. Critique

a. The principle of restricting the critique to a discussion of outstanding achievements and errors should be strictly observed. Clarity and conciseness are extremely important and can be acquired through a critique rehearsal.

b. The various unit commanders and umpires prepare reports on their parts in the exercise. The director and assistants collate and evaluate them and combine them in a comprehensive report. The exercise director submits the comprehensive report to the headquarters charged with the overall supervision. Information copies or portions of the report are sent to the many interested agencies.

APPENDIX I

REFERENCES

AR 220-50	Regiments; General Provisions.
AR 220-60	Battalions; General Provisions.
AR 220-70	Companies; General Provisions.
AR 385-63	Regulations for Firing Ammunition for Training, Target Practice, and Combat.
DA Pam 20-21	The Army School Catalog.
DA Pam 108-1	Index of Army Motion Pictures, Television Recordings, and Filmstrips.
DA Pam 310-3	Index of Training Publications.
DA Pam 310-5	Index of Graphic Training Aids and Devices.
AR 220-55	Field and Command Post Exercises.
SR 320-5-1	Dictionary of United States Army Terms.
SR 320-50-1	Authorized Abbreviations.
FM 21-6	Techniques of Military Instruction.
FM 21-26	Map Reading.
FM 21-30	Military Symbols.
FM 30-101	The Maneuver Enemy.
FM 30-102	Handbook on Aggressor Military Forces.
FM 30-103	Aggressor Order of Battle.
FM 30-104	Aggressor Representation.
FM 105-5	Maneuver Control.

APPENDIX II

SAMPLE DOCUMENTS FOR A PLATOON FIELD EXERCISE

1. Directive

HEADQUARTERS

1st Battalion 85th Infantry
Fort Benning, Georgia

1 December 19__

SUBJECT: Preparation of a Reinforced Rifle Platoon Exercise.

TO: Captain Robert A. Smith
Co A

1. You will prepare and conduct a blank firing exercise for a reinforced rifle platoon in a daylight attack. The exercise will be based on the company operation order issued by the company commander to the platoon leaders. The purpose of the exercise will be to provide training in the following:

- a. Troop leading procedure.
- b. Formations.
- c. Fire and maneuver.
- d. Action against snipers.
- e. Conduct of attack, assault, reorganization, consolidation.

2. The exercise will be prepared for a TOE rifle platoon reinforced with one 57-mm recoilless rifle squad. All rifle platoons of the battalion will partici-

pate. 1st Platoon, Co E, 85th Infantry, will be available as a rehearsal unit.

3. Time and place of the exercise: The exercise will be conducted during the period 15 through 19 December 19__ in the NISBET HILL area. Limit each exercise to two and a half (2½) hours. An attached map indicates terrain available (not included).

4. Ammunition available for each participating platoon: 1,500 rounds, M1 Rifle Cal. .30 blank; 1,000 rounds, Cal. .30 machinegun, blank; 6 hand grenades, simulated, M-115; 2 streamers, rifle grenade, red; 2 streamers, rifle grenade, green; and 4 cartridges, blank, crimped.

FOR THE COMMANDER:

/s/ *William T. May*
WILLIAM T. MAY
Captain, Infantry
Adjutant

2. Battalion Order

HEADQUARTERS, 1ST BATTALION
85TH INFANTRY
Fort Benning, Georgia

BATTALION ORDER 5 December 19__
NUMBER.....7

Field Exercise

REINFORCED RIFLE PLATOON IN ATTACK

1. REFERENCE MATERIAL:

FM 7-10, pars. 61-73, 122-130

FM 105-5

FM 21-5, pars. -----

AR 385-63

Garrison Regulations.

2. PURPOSE:

The purpose of this field exercise is to provide training for the rifle platoon in a daylight attack with emphasis on the following:

- a. Troop leading procedure.
- b. Formations.
- c. Fire and maneuver.
- d. Action against snipers.
- e. Conduct of attack, assault, reorganization, consolidation.

3. SCHEDULE:

12 December—1st Platoon, Co. E (rehearsal unit).

15 December—1st and 2d Platoon, Co. A.

16 December—3d Platoon, Co A and 1st Plat, Co B.

17 December—2d and 3d Platoons, Co B.

18 December—1st and 2d Platoons, Co C.

19 December—3d Platoon, Co C.

4. TROOP ORIENTATION: All troops will be oriented in the exercise area by an umpire prior to the commencement of the exercise. The orientation will state the purpose of the exercise, safety rules, identifications, special instructions for the conduct of the exercise, and the general situation.

5. CONTROL PERSONNEL:

a. The chief umpire will be 1st Lieutenant Robert A. Smith, Co. A.

b. The following personnel will be furnished by Co D:

- (1) Assistant Chief Umpire: one commissioned officer.
- (2) Aggressor Umpire: one NCO (armed with rifle).
- (3) Squad Umpires: four NCO.

(4) Aggressor Detail: four EM (armed with rifle).

(5) Road Guards: two EM.

(6) Fatigue Detail: three EM.

c. Requirements:

(1) The names of the above personnel will be furnished to the S3, 1st Bn, by 090800 December.

(2) All control, fatigue, and Aggressor personnel will report to the chief umpire at Hq, 1st Bn, at 100900 December for instructions.

(3) Control personnel will be available, on call, to the chief umpire during the period 10 December—19 December.

6. ADMINISTRATIVE DETAILS:

a. Time and place for each exercise:

Rehearsal unit will report to Hq 1st Bn at 120800 December.

Starting time for each platoon exercise will be 0800 and 1300 on dates indicated in paragraph 3. Companies will have participating platoons report to road junction FIRST DIVISION—SANTA FE Roads at date and time indicated. A guide will meet the unit at this point.

b. Route: FIRST DIVISION Road to road junction FIRST DIVISION—SANTA FE Roads.

c. Uniform and equipment:

Fatigues, combat boots, steel helmets, combat packs, and individual weapons.

d. Transportation:

The Battalion S4 will furnish two $\frac{1}{4}$ -ton trucks and one $\frac{3}{4}$ -ton truck to the chief umpire during the period 10 December–19 December for use of the control group.

e. Materials:

The Battalion S4 will make available to the chief umpire the items listed below:

Six white shoulder loops.

Five Aggressor helmets.

Five Aggressor uniforms.

One machine gun with blank attachments.

Projector, rifle grenade, M-7.

Three road blocks (wooden).

Two shovels.

Two picks.

Two axes.

One mile wire, telephone.

f. Ammunition:

The Battalion S4 will make available to the chief umpire for each platoon exercise the following items:

Fifteen hundred rounds cal. .30, M-1, blank.

One thousand rounds, cal. .30, MG, belted, blank.

Six grenades, hand, simulated.

Two streamers, rifle grenade, red.

Two streamers, rifle grenade, green.

Four cartridges, cal. .30, crimped.

This material will be made available by 1600 hours the day prior to the exercise (see schedule, par. 3).

g. Communications:

The Communications Officer will make available to the chief umpire the following items:

Eight AN/PRC-6.

Six telephone TA-43/PT.

h. Evacuation:

The battalion surgeon will have one ¼-ton ambulance and one aid man report to the chief umpire in the exercise area prior to the starting time for the

first exercise, each day the exercise is conducted. Evacuation will be via FIRST DIVISION Road to the Station Hospital.

FOR THE COMMANDER:

/s/ *William T. May*

WILLIAM T. MAY

Capt, Inf

Adjutant

Annex I—Scenerio for Reinforced Rifle Platoon Exercise, w/3 inclosures.

3 Incls

1. Sketch of Exercise Area
2. Control Plan
3. Umpire Check List.

Distribution:

BN O (w/annex): 11—Bn staff
1—Regt Hq
1—ea umpire

Bn O (less annex): 1—ea rifle co of the Bn

3. Scenario

ANNEX 1 TO
BN ORDER NO. 7

Field Exercise

RIFLE PLATOON IN THE ATTACK

1. SITUATIONS.

a. General Situation.

Increasing enemy resistance has slowed the battalion attack to the south. The battalion now occupies the southern slope of NISBET Hill; with Company B and Company C (on the right) reorganizing, preparatory to continuing the attack on

BROWN Hill. Your platoon, part of Company A, is in a reserve position in the draw 200 yards north of **HARD Road**. The 2d Battalion is on the right and the I and R platoon is screening the battalion's left flank. Company A has been in reserve since yesterday. Your platoon leader is forward at the company OP receiving an operation order.

b. Initial Situation.

Captain Company A (Chief Umpire) issues the following order to his platoon leaders at point X, the Company OP:

"You are now on **NISBET Hill**. That direction is south (pointing). To your front at a range of 800 yards is **NOARD Hill**. To your left front at a range of 1,400 yards is **BROWN Hill**. That trail running out to **BROWN Hill** is **McCAUGHEY** trail.

"An estimated reinforced enemy platoon holds **BROWN Hill** with a strong outpost on **NOARD Hill**.

"Our battalion continues the attack to the south to seize **BROWN Hill**. Company A on the right, Company B on the left. The 2d Battalion continues the attack on our right flank and the I & R platoon will continue to screen the battalion's left flank. The 81-mm Mortar Platoon is in general support and will fire on call.

"There are no attachments to or detachments from our company.

"Our company passes through Company C and attacks at 0900 to seize **NOARD Hill** and continue the attack on **BROWN Hill** on order.

"Our company will attack in a column of platoons, clear **NOARD Hill** and continue the attack on the right portion of **BROWN Hill**, on order.

"1st Platoon with 1st 57-mm recoilless rifle squad

attached, lead platoon in the column, will clear NOARD Hill and continue the attack on order.

"2d Platoon will follow the 1st Platoon by bounds on order.

"Weapons Platoon—60-mm Mortar Section will be in general support from positions to the rear of NISBET Hill. 57-mm Recoilless Rifle Section (minus 1st squad) will be in general support from positions here in the vicinity of the OP.

"3d Platoon will follow the 2d Platoon by bounds on order.

"Line of departure is present front line position of Company C. Zone of action is 500 yards to the right of McCAUGHEY Trail.

"Ammunition will be on carrier in the vicinity of company command post. The battalion Aid Station is 1,500 yards to the south in a draw just off PIERSON Road.

"The emergency signal to lift supporting fires will be a green smoke streamer.

"Company Command Post will remain in present location.

I will follow the 1st Platoon to NOARD Hill.

"Questions?"

FIRST REQUIREMENT

Actions and orders of leaders. Movement across the line of departure.

c. Second Situation

When the platoon reaches the vicinity of Point 3 it receives enemy mortar fire. Each umpire throws two or three simulated hand grenades to indicate mortar fire.

SECOND REQUIREMENT

Actions and orders of leaders. Change or main-

tenance of formations. Reaction of the unit to mortar fire.

d. Third Situation

The mortar fire ceases and the platoon continues to advance. As the lead elements of the platoon emerge from the wooded area in the vicinity of point B they receive heavy enemy fire from Point 1. Aggressor riflemen initially fire one or two clips at a rapid rate of fire and then fire only at exposed targets; Aggressor machinegun fires approximately a hundred rounds.

THIRD REQUIREMENT

Actions and orders of leaders.

Fire and maneuver of the platoon.

e. Fourth Situation

When the platoon advances to the vicinity of Point C it receives sniper fire from Point 2. Two Aggressor riflemen fire one clip each at a slow rate.

FOURTH REQUIREMENT

Actions and orders of leaders.

f. Fifth Situation

The sniper threat is eliminated and the advance continues. The platoon assaults NOARD Hill. Aggressor fire slackens and then ceases as the assault is launched. Aggressors withdraw to Point 4.

FIFTH REQUIREMENT

Actions and orders of leaders.

Conduct of the assault.

g. Sixth Situation

The platoon captures NOARD Hill.

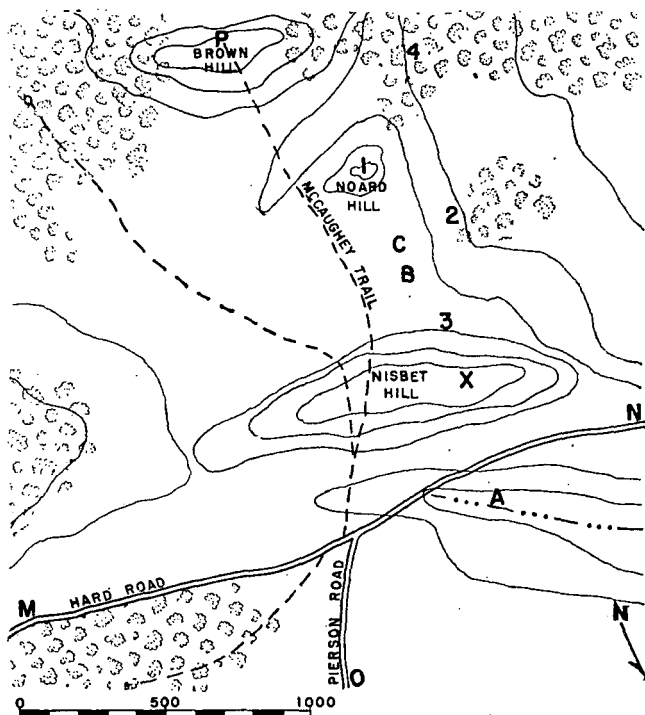
SIXTH REQUIREMENT

Reorganization and consolidation of the objective.

2. TIME SCHEDULE

a. (Troop orientation, issuance of initial situation, troop leading procedure, movement to the line of departure)—50 minutes.

b. Third and Fourth Situations—25 minutes.



- 1 - AGGRESSOR SQUAD AND MG
- 2 - TWO AGGRESSOR SNIPERS
- 3 - ENEMY MORTAR FIRE AREA
- 4 - AGGRESSOR ASSEMBLY AREA

- A - PLATOON ASSEMBLY AREA
- B - PLATOON RECEIVES FIRE FROM POINT 1.
- C - PLATOON RECEIVES SNIPER FIRE FROM POINT 2.
- X - COMPANY OP
- M, N, O - ROAD GUARD
- P, Q - ROAD BLOCK

- c. Second Situation—15 minutes.
- d. Fifth Situation—15 minutes.
- e. Sixth Situation—15 minutes.
- f. Critique—20 minutes.
- g. Total—140 minutes.

4. Control Plan

FIELD EXERCISE RIFLE PLATOON IN ATTACK CONTROL PLAN

1. Umpires.

a. Number: Seven; one Chief Umpire, one Asst Chief Umpire, one Aggressor Umpire, four Squad Umpires.

b. Uniforms and identifications: Fatigues, helmet liner, and white shoulder loop. (Aggressor Umpire in Aggressor uniform).

c. Equipment: All umpires will be equipped with an AN/PRC-6 radio; TA-43/PT Telephone; umpire checklist; pencil; rifle grenade, red streamer, w/cart. cal. .30 M3.

d. Duties:

(1) General Instructions.

- (a) Umpires will be familiar with paragraphs 36 and 37, FM 105-5.
- (b) Umpires will not declare simulated casualties for this exercise.
- (c) Umpires will remain as tactical as possible during conduct of the exercise.
- (d) Umpires will evaluate the performance of the participating unit.

(2) Chief Umpire.

- (a) Is responsible for overall conduct of the exercise.

- (b) Will normally remain with the platoon leader.
 - (c) Delivers the general and initial situations to the platoon leader at point X.
 - (d) Collects all umpire checklists and conducts the critique on the objective.
- (3) Assistant Chief Umpire.
- (a) Ensures that road guards are posted and range flags raised.
 - (b) Checks installation and maintenance of wire communications.
 - (c) Meets participating units and issues the orientation in the assembly area.
 - (d) Meets and orients visitors.
 - (e) Supervises the issuance of ammunition.
 - (f) Orients the participating platoon at Point A.
 - (g) Performs such other duties as assigned by the Chief Umpire.
- (4) Aggressor Umpire.
- (a) Ensures that the provisions of the scenario as pertain to the Aggressor force are accomplished.
 - (b) Observes and reports to the Chief Umpire on actions of the participating unit.
- (5) Squad Umpires.
- (a) Place themselves where they can best observe the actions of their squads and compare squad actions with the umpire checklist.
 - (b) Will *not* create new situations without approval of the Chief Umpire.

2. Safety.

a. Responsibility: All umpires will function as safety officers.

- b. Uniform and identifications: Same as umpires.
- c. Equipment: Same as umpires.
- d. Duties: Safety officers will ensure compliance with safety rules.

e. Safety Rules:

- (1) Bores of all weapons will be inspected prior to the exercise.
- (2) All pieces will be kept locked until ready to fire.
- (3) Do not fire directly at a person within 20 yards.
- (4) There will be no physical contact between Aggressors and participants.
- (5) Emergency signal for stopping the exercise is a red smoke streamer.
- (6) All injuries will be reported to an umpire immediately.
- (7) All weapons will be cleared upon termination of the exercise.

f. Road Guards:

- (1) Number: Three road guards; they will be posted at points M, N, and O.
- (2) Uniform and identifications: Fatigues, helmet liner, and white shoulder loop.
- (3) Equipment: TA-43/PT telephone.
- (4) Duties:

- (a) Prevent unauthorized traffic from entering problem area.
- (b) Direct visiting personnel to Point X.
- (c) Notify Assistant Chief Umpire (by telephone) of arrival of visiting personnel.

3. Enemy Representation.

- a. Number: Five Aggressors.

b. Uniform and identification: Aggressor uniforms to be worn with proper markings and insignia.

c. Equipment: One TA-43/PT telephone; thirty clips, cal. .30, blank; 20 rounds, belted, cal. .30, blank; rifle grenade, red streamer, w/cart cal. .30, M3.

d. Duties and Conduct: Fire blank ammunition as prescribed in the scenario to simulate enemy fire. Explode simulated hand grenades to simulate friendly mortar fire falling on the enemy position as directed by the Chief Umpire.

4. Communications Personnel: None.

Equipment:

<i>Type</i>	<i>Quantity</i>	<i>Use</i>
AN/PRC-6-----	7	One for each umpire and one spare.
TA-43/PT Telephone.	7	Communication between road guards, Points A, X, Z, and one spare.

5. Troop Orientation.

a. Personnel to conduct: The assistant Chief Umpire will conduct the orientation for the platoon at Point A. The Chief Umpire will orient the platoon leader at Point X.

b. Scope: (Cover following points)

- (1) Purpose of the exercise.
- (2) Identifications.
- (3) Safety rules.
- (4) Special instructions.
- (5) General situation.

6. Critique.

a. Location: The Chief Umpire will conduct the final critique for the entire platoon in the vicinity of Point 1; it is based on a consolidation of umpire checklists.

b. Scope:

- (1) Review purpose and situation.
- (2) Plans, actions, and orders of leaders.
- (3) Actions of platoon—executing the plan.
- (4) Conduct of the attack.
- (5) Reorganization.
- (6) Possible solution to errors noted.

Note. The platoon leader may be allowed to present comments following the critique. Chief Umpire may conduct critique for Aggressor and/or umpires. If necessary, a separate critique may be conducted for the platoon leader.

5. Umpire Checklist

**FIELD EXERCISE
REINFORCED RIFLE PLATOON IN ATTACK
UMPIRE CHECKLIST***

UNIT: _____ **DATE** _____

Actions	Yes	No	Remarks
1. Initial Situation:			
a. Did the platoon leader arrange for movement of his unit?			
b. Did the platoon leader plan his reconnaissance?			
c. Did the platoon leader select a position from which his order was to be issued?			
d. Was his order clear, concise, and complete?			

*The umpire checklist is a guide for the umpires and provides a systematic means of recording their observations. It is an elaboration of the requirements as written in the scenario. A different checklist is required for each exercise to assure coverage of each of the requirements.

Actions	Yes	No	Remarks
1. Initial Situation—Continued			
e. Was the platoon leader's plan and initial formation sound?			
f. Were the squad leaders' orders clear, concise, and complete?			
g. Did the platoon maintain its formation while moving to the LD?			
2. Second Situation:			
a. Did the platoon react properly to mortar fire?			
b. Did unit leaders control units while under fire?			
3. Third Situation:			
a. Did the security element react in a positive manner when fired on?			
(1) Did the unit move forward aggressively?			
(2) Did the individuals use cover and concealment?			
b. Were the platoon leaders' orders clear, concise, and adequate?			
c. Were the squad leaders' orders clear, concise, and adequate?			
d. Did the men respond quickly to orders?			
e. Did the platoon leader make use of supporting fires?			
f. Were supporting fires effectively delivered?			

Actions	Yes	No	Remarks
4. Fourth Situation:			
a. Were orders given to eliminate snipers?			
b. Did individuals respond quickly to orders?			
c. Were snipers properly engaged to eliminate them?			
5. Fifth Situation:			
a. Was fire and maneuver properly employed in movement to assault position?			
b. Were supporting fires effectively and adequately placed on the objective?			
c. Were supporting fires lifted from the objective prior to the assault?			
d. Was the assault aggressive?			
e. Did leaders control their units during the assault?			
f. Did weapons displace when fire was masked by assault echelon?			
6. Sixth Situation:			
a. Did squads immediately occupy positions during reorganization?			
b. Did leaders check for:			
(1) Casualties?			
(2) Replacement of key individuals?			
(3) Ammunition?			

Actions	Yes	No	Remarks
6. Sixth Situation—Continued			
c. Did platoon leader effectively consolidate the position?			
d. Did platoon leader send message to company commander on status of unit?			
e. Did platoon leader make preparations to continue the attack or repel a counterattack?			

APPENDIX III

TYPE ORDERS, WITH ANNEXES AND INCLOSURES, REQUIRED FOR A REGIMENTAL FIELD EXERCISE

1. General

A regimental field exercise requires the issuance of numerous orders with annexes and inclosures. Some of these are unavoidably repetitious inasmuch as they are required during more than one of the three phases of planning, preparation, and conduct. For clarity and brevity, each one is listed only once in this appendix.

2. Sample Oral Directive

Following is a typical oral directive issued on 1 June 19----, by a division Chief of Staff to the G3 to initiate the planning and preparation of a field exercise by the division staff:

"The division commander feels that our small unit training has now reached a satisfactory state of proficiency. All infantry regiments have completed battalion field exercises. The division commander desires that the division staff prepare and conduct a field exercise for the infantry regiments, reinforced with other divisional units. He wants

the exercise drawn to bring out the practical application of tactical doctrines covering the following:

1. Occupation of a concealed bivouac area at night.
2. A meeting engagement.
3. Preparation for a coordinated attack.
4. Air-Ground coordination.

Concurrent training in the following will be included.

1. Displacement of CP's.
2. Motorized patrols.
3. Communications.
4. Combat intelligence.
5. Functioning of the supply system.
6. Coordinated action of combined arms.
7. Actions and orders of all leaders.

"The division commander would like to put one reinforced regiment through the exercise each week commencing three weeks from today.

"Division service troops will participate to the extent of establishing and maintaining skeleton installations and services.

"Any part of the military reservation is available for the exercise. Umpires and enemy troops are available from units within the division. SFE (Special Field Exercise) Funds are available to meet reasonable requirements for the exercise. Everything practicable must be done to make the exercise realistic.

"The assistant division commander will direct the exercise. The division artillery commander will act as the Chief Umpire.

"I would like to have your operation plan within five days to discuss with the rest of the staff."

3. Operation Plan (Scenario)

a. Plan.

HEADQUARTERS, 10TH INFANTRY DIVISION
FORT BENNING, GEORGIA

4 Jun 19__

OPERATION PLAN
(SCENARIO)
FIELD EXERCISE,
INFANTRY REGIMENT, REINFORCED

GENERAL SITUATION:

a. Map: Fort Benning, 1:25,000, Sheets H & I.

b. Main Forces:

(1) Enemy: Large Aggressor forces are concentrating in the ATLANTA, GEORGIA area. Enemy resistance to date has been scattered and disorganized, consisting primarily of mechanized reconnaissance elements and rapidly mobilized irregulars. However, indications are that better organized and stronger opposition can be expected momentarily. Enemy air activity has been increasing.

(2) Friendly: As part of a larger force II Corps, composed of the 10th, 3d, and 5th Infantry Divisions, has been advancing to the north, divisions abreast, with the mission of seizing ATLANTA, GEORGIA as a base for subsequent operations.

10th Infantry Division is moving northwest along the COLUMBUS-CUSSETA Road toward an assembly area vicinity of CUSSETA. The 3d and 5th Infantry Divisions on the right, and the 4th Infantry Division (V Corps) on the left, are generally abreast of the 10th Infantry Division.

The 85th Infantry, reinforced, has been acting as the division advance guard behind a reconnaissance screen of the 10th Reconnaissance Company. At 221800 June the regiment is in march formation along the COLUMBUS-CUSSETA Road with the head of the column at CUSSETA 094763.

Note. Unit will be briefed on the above situation prior to 221000 June.

INITIAL SITUATION.

At 221800 June, the Commanding General, 10th Infantry Division (Chief Umpire), sends the following message to the CO 85th Infantry:

"10TH RECON CO IN CONTACT WITH AGGRESSOR ELMS VIC VICTORY POND 035827 SPECIAL UNITS POND 017805 AND COOLIDGE MORTAR RANGE 016785. OCCUPY CONCEALED BIV APRX 5000 YDS NW CUSSETA ALONG CUSSETA ROAD."

FIRST REQUIREMENT. Reconnaissance, issuance of orders, occupation of concealed bivouac, establishment of local security.

Note. Reconnaissance will be permitted in the CUSSETA area southeast of the line indicated for the reconnaissance screen. The regiment will occupy the bivouac after dark the night 22-23 June. The morning of 23 June will be devoted to inspecting the installation.

Darkness is at 2015 hours, daylight 0510 hours.

SECOND SITUATION.

At 231600 June the CG, 10th Infantry Division (Chief Umpire), issues Operation Order 8 with Operation Map, Intelligence Annex, and Administrative Order 5.

SECOND REQUIREMENT.

Actions and orders of all leaders. Conduct of the action.

Note. Reconnaissance forward of the reconnaissance screen will not be permitted prior to 240700 June.

THIRD SITUATION.

The regiment has initiated its advance to the north and has passed through the reconnaissance screen. As the advance guard reached the vicinity of 016834 it receives small arms, machinegun, and mortar fire from the north and west.

THIRD REQUIREMENT.

Development of the situation, actions and orders of all echelons.

Note. This defensive position requires the development of at least one complete battalion before the regiment can continue its advance.

FOURTH SITUATION.

Aggressor forces have withdrawn to the northwest.

FOURTH REQUIREMENT.

Orders and actions of all echelons.

FIFTH SITUATION.

The regiment is continuing its advance to the northwest. When advance elements reach the vicinity of road junction 005846, they come under heavy small arms, machinegun, mortar, artillery, and tank fire from the west and northwest.

FIFTH REQUIREMENT.

Development of the situation, orders, and actions of all echelons.

Note. The Chief Umpire will inform the regimental commander that an artillery air observer reports supporting fires

ineffective against the tanks. Situation requires a friendly air strike before the regiment is allowed to advance.

SIXTH SITUATION.

The air strike has been successful. Three Aggressor tanks were destroyed and the remainder withdrew to the north.

SIXTH REQUIREMENT.

Actions and orders of all echelons.

SEVENTH SITUATION.

As the regiment continues its advance, it suddenly receives heavy small arms, mortar, and artillery fire from the general area 005852, and several attacks from Aggressor fighter bombers.

SEVENTH REQUIREMENT.

Actions and orders of all echelons.

Note. All three battalions are required to take this position.

EIGHTH SITUATION.

The position has been taken and Aggressor has withdrawn to the north.

EIGHTH REQUIREMENT.

Actions and orders of all echelons.

Note. After the regiment has reorganized and continued its advance toward its objective, the exercise will be terminated.

TIME SCHEDULE

<i>Event</i>	<i>To commence</i>	<i>To be completed</i>
First Requirement.....	221800 June	231200 June
Second Requirement.....	231600 June	240800 June
Third Requirement.....	240800 June	241000 June
Fourth Requirement.....	241000 June	241100 June
Fifth Requirement.....	241100 June	241400 June
Sixth Requirement.....	241400 June	241430 June
Seventh Requirement.....	241430 June	241730 June
Eighth Requirement.....	241730 June	241830 June

- Inclosures: 1. Operation Order
2. Operation Map (omitted)
b. *Inclosure*: Operation Order

CLASSIFICATION

Copy No. 3
10th Inf Div
CUSSETA, 094763 GA
231300 Jun 19--
267943

Operation Order 8

Map: FORT BENNING, 1:25,000, SHEETS H&I.

1. SITUATION:

a. Enemy Forces:

Annex A, Intelligence.

b. Friendly Forces:

(1) II Corps continues attack to north, secures COLUMBUS; continue attack to north on army order.

(2) 4th Inf Div seizes and occupies PHENIX CITY; maintains contact with II Corps.

(3) Seventh TAF support II Corps.

(4) Annex B, Operations Map.

c. Attachments and Detachments:

Attached: 304th Tdwy Brg Co attached 231800 June.

23d Trk Co and 41st Trk Co, 120th Trans Trk Bn attached 231800 June.

2. MISSION:

10th Inf Div attacks 240700; secures crossings over UPATOI CREEK in zone, continue attack to north on Corps order.

3. EXECUTION:

- a. 10th Inf Div attacks in zone, 85th and 86th Inf

CLASSIFICATION

seize regt obj, secures UPATOI CROSSINGS, 87th Inf in reserve.

b. 85th Inf:

Attached: 1st Plat, 10th Ambulance Co.

(1) Attack 240700, seize regt obj, secure bridge over UPATOI CREEK in zone, continue attack exceed one Bn.

(2) Protect Div right flank.

c. 86th Inf:

Attached: 2d Plat, 10th Ambulance Co.

10th Recon Co, upon passage of lines by 85th and 86th Inf.

(1) Attack 240700, seize regt obj, maintain contact with 85th Inf.

(2) Protect Div left flank.

(3) Reconnoiter toward FORT BENNING and UPATOI CROSSING 921835.

d. Div Arty:

(1) 25th FA Bn, direct support 85th Inf.

(2) 35th FA Bn, direct support 86th Inf.

(3) 40th FA Bn, general support; reinforce fires 25th FA Bn.

(4) 85th FA Bn, general support.

(5) 43d AA AW Bn: protect Div Arty.

e. 62d TK Bn:

Attached to 87th Inf.

f. 10th Recon Co:

Attached to 86th Inf upon passage of lines by 85th and 86th Inf.

g. 41st Eng C Bn:

Attached: 304th Tdwy Brg Co. Assemble by 241800; support Div crossing UPATOI CREEK.

CLASSIFICATION

CLASSIFICATION

h. 304th Tdwy Brg Co:

Attached to 41st Eng C Bn.

i. 23d and 41st Trk Cos 120th T/C Trk Bn:

Attached to 87th Inf.

j. Division reserve: 87th Inf.

Attached: 62d Tk Bn.

23d Trk Co and 41st Trk Co, 120th
T/C Trk Bn.

Prepare plans to attack in the zone of 85th Inf.

k. Coordinating Instructions:

(1) No road movement north of present positions until cleared thru Div traffic regulating Hq.

(2) Leading regts coordinate passage of reconnaissance screen with 10th Recon Co.

4. ADMINISTRATION AND LOGISTICS

Administration Order 5 (Page 32)

5. COMMAND AND SIGNAL

a. Current SOI

b. (1) Div: CUSSETA 094763

(2) Others: Report location

Acknowledge

ALLEN
Maj Gen

ANNEXES:

A Intelligence

B Operation Map (omitted)

DISTRIBUTION: A

304th Engineer Treadway Bridge
Co.

OFFICIAL:

Lumpkin

LUMPKIN

G3

4. Intelligence Plan

a. General. The intelligence plan is prepared by the division G2. This plan considers those factors which will add realism to the exercise for the combat troops. It provides for the realistic play of combat intelligence and the conduct of the enemy representation through the training medium of the Aggressor Army. It must be carefully coordinated with the operation plan and control plan and should be prepared with imagination and foresight.

b. Plan.

CLASSIFICATION

**HEADQUARTERS, 10TH INFANTRY
DIVISION, FORT BENNING, GEORGIA**

6 Jun 19--

INTELLIGENCE PLAN FIELD EXERCISE REINFORCED REGIMENT

1. ENEMY FORCES AND DISPOSITIONS:

See Inclosure 1, Aggressor Plan and Situation Overlay.

2. ENEMY SITUATION:

See Inclosure 2, Intelligence Annex to Opn O 8.

3. RELEASE OF ENEMY INFORMATION:

a. Release of information will be controlled by the actual steps taken by the unit to obtain information. If the unit attempts to secure information in a manner not contemplated in the Information Distribution Plan, the umpire with the unit will release such information as could be logically obtained under the circumstances in accordance with the situation envisaged in the exercise.

CLASSIFICATION

CLASSIFICATION

b. Enemy information will be released to friendly troops in accordance with the Information Distribution Plan attached as Inclosure 3. This information is in addition to that which will be obtained by the regiment in the normal course of the exercise.

4. ENEMY REPRESENTATION:

a. The enemy forces will be played by the employment of the Aggressor Army as prescribed in FM 30-101, 30-102, 30-103, and 30-104.

b. See Inclosure 4, Directive to Aggressor Commander.

c. Enemy forces will be outlined on the general basis of one platoon representing a company. The ground occupied will be that which the represented unit would occupy. Flanks particularly must be outlined.

d. One complete infantry battalion will be detailed from one of the infantry regiments to carry out the enemy mission. Reinforcing communication equipment will be provided by the parent regiment.

e. The enemy troops will function under the command of the infantry battalion commander who in turn will be under the direct command of the director.

f. Direct contact between enemy troops and friendly troops will be avoided. When friendly troops have approached within 50 yards of enemy troops, umpires will prevent any further movement until the enemy troops have withdrawn.

CLASSIFICATION

g. Enemy troops will wear prescribed Aggressor uniforms.

Inclosures: 1. Overlay, Aggressor Plan and Situation. (Omitted)

2. Intelligence Annex to Opn 0 8.

3. Information Distribution Plan.

4. Directive to Aggressor commander.

c. *Inclosures.*

(1) *Intelligence annex to operation order.*

CLASSIFICATION

10th Inf Div

CUSSETA, 094763 GA.

231300 Jun 19--

Annex A to Opn 0 8, Intelligence

Maps: FT BENNING, 1: 25,000, Sheets H & I.

1. SUMMARY OF ENEMY SITUATION.

The aggressor 103d Recon Co is the only organized aggressor unit identified as opposing the division advance to date. Elements of this company are known to be opposing our reconnaissance elements vicinity of VICTORY POND 035827 COOLIDGE MORTAR RANGE 016785.

Aggressor Fourth Army is known to be concentrating in the ATLANTA area and is capable of defending COLUMBUS, GA with a force of two divisions E of the CHATTAHOOCHEE RIVER in our corps Z at the present time.

Air reconnaissance reports increasing road and rail activity between ATLANTA and COLUMBUS. Aggressor tanks have been observed on flatcars moving S from ATLANTA. Bivouac areas, road movements, and supply dumps, have been observed

CLASSIFICATION

CLASSIFICATION

in both the COLUMBUS and FT BENNING areas indicating the presence there of sizeable aggressor forces.

Aggressor air sorties have been steadily increasing in our corps Z, reaching a total of 121 for 22 June as opposed to 18 for 18 June.

2. ESSENTIAL ELEMENTS OF INFORMATION.

a. What is the location, strength, and identification of enemy units south of UPATOI Creek, including the FT BENNING area?

b. What is the condition of bridges over UPATOI Creek?

c. What is the location, nature, and extent of enemy bunkers, pillboxes, caves, trenches, antitank ditches, tactical wire, mine fields, roadblocks, and other manmade obstacles of an antipersonnel or antitank nature in our zone south of UPATOI Creek?

d. What is the location, number, and types of enemy supporting weapons, including mortar, direct-fire artillery, tank guns when employed in fire support role, and antitank guns in our zone south of UPATOI Creek?

e. What is the location, nature, and extent of enemy outposts in our zone?

f. What is the location of enemy observation posts, command posts, and unit boundaries in our zone?

3. RECONNAISSANCE AND OBSERVATION MISSIONS.

a. Orders to subordinate and attached units.

(1) 85th Inf, Reinf: Report immediately on ob-

CLASSIFICATION

stacles, troop movements, identifications in Z.

- (2) 86th Inf, Reinf: Report immediately on artificial obstacles, troop movements, identifications in Z; condition of UPATOI Crossings in Z.
- (3) 10th Recon Co: Recon in Z. Report immediately on contact, identifications and obstacles.
- (4) Div Arty: Report on calibre and character of enemy artillery fire, road movement in Div Z.
- (5) 41st Engr C Bn: Report road conditions, status of bridges, mine fields in Div Z; UPATOI stream conditions, bridge sites, loc and depth of fording sites.
- (6) Report by urgent message, contact, new identifications, troop movements.

b. Requests to higher, adjacent, and cooperating units.

- (1) II Corps is requested to provide information of:
 - (a) Evidence of fortification of buildings, particularly in the vicinity of HARMONY CHURCH and SAND HILL.
 - (b) Movement of enemy reserve units toward division Z.
 - (c) Enemy capabilities for delivery of atomic weapons in division Z.
- (2) 4th Infantry Division is requested to report any lateral or rearward movement of enemy troops along 101st Airborne, 82d Airborne roads and Alabama Highway 241.

CLASSIFICATION

CLASSIFICATION

4. MEASURES FOR HANDLING PERSONNEL, CAPTURED DOCUMENTS, AND MATERIEL.

a. See Division SOP.

b. Prisoners of war, deserters, repatriates, inhabitants, and other persons.

(1) All civilians in zone must remain indoors until further notice.

(2) Captured air crew and guided missile personnel will be reported immediately to G2 with *minimum* of prior interrogation.

(3) Escapees and evaders will be processed through PW channels.

5. MAPS AND PHOTOGRAPHS.

Immediate air photo requests will be sent directly to G2 Air.

Maps will be issued in accordance with Div SOP.

6. COUNTERINTELLIGENCE.

Civilian inhabitants will not under any circumstances be allowed in any unit area unless authorized by this headquarters. See Division SOP.

7. REPORTS AND DISTRIBUTION.

Unit reports daily ending 1800 to Div CP by 2400. Info as obtained, negative repts every three hours on the hour.

ALLEN
Maj Gen

Distr: A

304th Engr Tdwy Brg Co.

OFFICIAL: *Mason*

MASON

G2

(2) *Information distribution plan.*

INFORMATION DISTRIBUTION PLAN

Msg No.	Approximate time and situation	Delivered by	Text of information or situation	Delivered to
5	* 240800 Advance guard arrives at 016834.	*	* * * * *	*
6	240845	Enemy troops... Division artillery.	Small arms machine gun, and mortar fire received by advance guard. Air OP reports observing enemy foot troops and artillery moving E on 1st Division Road approximately 98832 at 240808.	Advance guard. Regimental S2.
7	240900	Enemy FW	Member of 1st Co, 33d Inf Regt, 3rd Inf Div. His Co moved south from ATLANTA two days ago. Lots of military activity there. Saw civilians in COLUMBUS digging trenches and some soldiers laying mines. Came south as part of advance party for his battalion. Doesn't know about rest of regiment. His platoon was sent out last evening to establish a road block near where he was captured. They had orders to hold out until encircled and then fall back across the UPATOL. Saw some tanks in COLUMBUS. Fighter bombers report attacking column of 300 vehicles on COLUMBUS-ATLANTA HWY 5 mi N of COLUMBUS, at 240830. Column moving S. Contained some SP Arty.	Capturing unit, vic 004946.
8	0910	Div Hq		Regt S2.
12	241030	Umpire	No enemy contact.	* Forward elements.

INFORMATION DISTRIBUTION PLAN—continued

Msg No.	Approximate time and situation	Delivered by	Text of information or situation	Delivered to
13	1045-----	Div Hq-----	<p>Air photos indicate digging in progress vicinity TURNER HILL 995827 and 1st DIVISION-CUSSETA ROAD 006844. Small arms, machine gun, artillery, tank, and mortar fire, received by advance elements.</p> <p>* * * * *</p> <p>Has just come from COLUMBUS. Trying to reach his farm near CUSSETA. Estimates 200,000 troops in COLUMBUS. Saw many tanks. Every able bodied man in town pressed into work laying mines and digging trenches under supervision of the soldiers. Many of them speak with a strange accent.</p>	Regt S2.
14	241100, Advance elements arrive v/c 005846. *	Enemy troops...		Advance elements.
30	241800-----	Civillian-----		Regt S2.

Notes: 1. Information will be distributed in accordance with the effort made by the unit to obtain it. Information from patrols will not be given to the regiment unless patrols are actually dispatched.

2. Where the regiment makes an effort to obtain information by means not foreseen in the above plan, the local umpire concerned may release information, including negative reports, in accordance with the existing enemy situation and the steps taken by the unit to obtain the information.

3. No information will be released unrealistically. It must include only such details as could be logically obtained under the circumstances.

(ABOVE PLAN SHOWN IN PART ONLY TO ILLUSTRATE FORM AND APPROACH)

(3) *Directive to Aggressor commander.*

HEADQUARTERS, 10TH INFANTRY DIVISION
FORT BENNING, GEORGIA

7 Jun 19__

MEMORANDUM TO LT COL HOMER T.
WHITE, HQ 1ST BN, 87TH INF.

SUBJECT: Enemy Representation for Field Exercise.

1. Your battalion will conduct the enemy representation for reinforced infantry regiment field exercises scheduled for 22 June—9 July, utilizing Aggressor Army technique as outlined in FM 30-101, 30-102, 30-103, and 30-104.

2. You will plan the employment of your battalion so as to accomplish the provisions of the Aggressor plan attached and afford the participating reinforced regiment the maximum training in the following:

- a. A meeting engagement.
- b. Preparation for a coordinated attack.
- c. Air-ground coordination.
- d. CP displacement.
- e. Motorized patrols.
- f. Combat intelligence.
- g. Coordinated action of combined arms.

3. An Aggressor detachment of two officers and fifteen enlisted men from the Aggressor Center will be available 9 June to assist you in planning and conducting the enemy representation.

4. You will submit to this headquarters by 151200 June your plan for the conduct of the enemy representation to include construction requirements, trans-

portation requirements, and troops other than organic required to accomplish your mission.

FOR THE COMMANDER

Arthur B. Signor

ARTHUR B. SIGNOR

Lt Col, AGC

Adjutant General

- 1 Incl: Aggressor Plan and
Situation Overlay (omitted)

Note. Arrangements for use of 1st Bn, 87th Inf, have been made with Hq, 87th Inf, prior to dispatch of above memorandum.

(4) *Special instructions for Aggressor force.*

1. ORIENTATION.

a. Aggressor Command Groups. The following personnel will attend an exercise orientation at the Post Theatre 0830-1200, 21 June:

Aggressor battalion commander and staff

Aggressor company commanders and executive officers

Aggressor platoon leaders

Umpires of battalions and higher units

The orientation will outline the purpose of the exercise, the tactical doctrines to be stressed, and special instructions pertinent to the exercise. The situations will be outlined on the orientation map and discussed briefly. The Aggressor commander will present his plan for accomplishing his assigned mission and the conduct of the enemy representation will be discussed in detail.

b. Enemy Troops. The orientation of the enemy troops will be the responsibility of the enemy troop commander. See FM 30-104 for training program.

2. CRITIQUE.

See Inclosure 1, Orientation and Critique Plan.

3. MOVEMENT TO EXERCISE AREA.

Enemy troops will move into an assembly area vicinity 998845 during the afternoon, 23 June. Movement will be made by shuttling in organic vehicles of parent regiment. Troops will be in position prepared to commence the exercise by 240700 June.

4. UNIFORM AND IDENTIFICATIONS.

Enemy troops will wear prescribed Aggressor uniforms.

5. ENEMY REPRESENTATION.

a. Enemy forces will be outlined on the general basis of one platoon representing a company. The ground occupied will be that which the represented unit occupies. Flanks particularly must be outlined.

b. Enemy troops will function under the direct command of their battalion commander who in turn will be under the direct command of the Director.

c. Direct contact between Aggressor troops and friendly troops will be avoided. When friendly troops have approached within 50 yards of enemy troops, umpires will prevent any further forward movement until enemy troops have withdrawn.

6. AGGRESSOR PLAN AND SITUATION.

See Inclosure 2, Aggressor Plan and Situation.

7. AMMUNITION.

The following ammunition to be issued by the post ordnance officer will be drawn from the post magazine at 210800 June.

200 Rds, cal. .30 blank, per rifle, M1

5,000 Rds, cal. .30 blank, per MG
50 smoke pots.

8. DIRECTIVE TO AGGRESSOR COMMANDER.

See Inclosure 3.

Inclosures:

1. Orientation and Critique Plan.
2. Aggressor Plan and Situation Overlay (omitted).
3. Directive to Aggressor commander.
4. Operation Plan.

5. Administrative Plan

The administrative plan is prepared by the division G4 and the G1 after receiving the recommendations of the appropriate special staff officers. The plan covers all the administrative details connected with the preparation for and the conduct of the exercise. It envisions realistic play of the logistical support for Aggressor and friendly troops participating in the exercise and concurrent training for service elements involved. Depending on the distance to the problem area, the duration of the exercise, and the nature of the rear detachment maintained, additional instructions governing the administration of nonparticipating troops may be necessary. Items to be covered would include instructions covering guard detachments, messing, personnel matters, medical care, headquarters personnel, etc.

a. Plan.

HEADQUARTERS 10TH INFANTRY DIVISION
FORT BENNING, GEORGIA
ADMINISTRATIVE PLAN

6 June 19__

1. SUPPLY.

a. Class I supply will be played in full. Prior to departure from garrison the participating regiment and division service elements will draw one B ration for consumption commencing with breakfast 23 June. Div Class I Point, MANTA 150743 will be operated by a detail from the 1st QM Co and will make the following issues:

(1) June 23d: C ration for consumption 24 June.

(2) June 24th: B ration for consumption in garrison 25 June.

(3) Ration drawing schedule indicated Admin O 5, (Inclosure 1).

b. Class II supply will not be played.

c. Class III supply will be played in full. Division supply point, MANTA 150743 will be operated by a detail from 10th QM Co open 231400 June. All vehicles participating in the exercise will start the exercise with gas cans empty. Supply will be effected by exchange of empty cans for full cans.

d. Class IV supply will not be played.

e. Class V supply will be played by the use of ammunition credit cards and ammunition containers filled with sand. Umpires with each unit will require at least one ammunition resupply trip. At the beginning of the exercise each unit will have on hand credit cards indicating the presence and quantity of basic loads. These cards will be taken up by umpires in accordance with a reasonable

simulated rate of expenditure of ammunition. Battalion S4s will be furnished cards representing basic loads in the battalion trains. Vehicles will carry an equivalent load of sand-filled containers. Resupply will be effected at each echelon by the issuance of cards and sand-filled containers to fill ammunition requests. Army ASP 901, RENFROE 147675, operated by a detail from 710th Ord Co, will open 240800 June. DAO CUSSETA 094763 will open 240800 June. At the start of the exercise each unit will have on hand the following:

- (1) Each rifle company:
 - 200 Rds cal. .30 blank per M1 Rifle.
 - 2500 Rds cal. .30 blank per LMG.
 - Credit cards for basic load.
- (2) Each heavy weapons company:
 - 5000 Rds cal. .30 blank per MG.
 - Credit cards for basic load.
- (3) Each artillery battery:
 - 50 Rds, 105-mm blank, per how.
 - Credit cards for basic load.
- (4) AAA Battery:
 - Credit cards for basic load.
- (5) Each infantry battalion ammunition train:
 - Credit cards for basic load of all types ammunition and equivalent sand-filled ammunition containers on vehicles.
- (6) Artillery service battery:
 - Same as (5) above.
- (7) Each company, battery, and platoon umpire:
 - 4 smokepots.
 - 40 simulated grenades.
 - 100 firecrackers.

(8) Each artillery fire marker:

100 flash and sound, M74.

(9) All of above ammunition and sand-filled containers will be drawn from Div Ord on 22 June.

f. Water Supply Point 1, 143743 will be operated by 41st Engr C Bn.

2. EVACUATION.

a. One simulated casualty per platoon will be tagged by platoon umpires and will be evacuated through medical channels. These casualties will be returned through the Division Replacement Company as replacements. (One man will represent ten replacements.)

b. Collecting station and battalion aid stations will be established.

c. Clearing Station, MANTA 150743 operated by 10th Med Bn open 240900 June.

d. Actual casualties will be given emergency treatment at battalion aid stations and evacuated direct to the post hospital. One ambulance, $\frac{3}{4}$ -ton will be attached to the collecting station for this purpose.

3. TRANSPORTATION.

Traffic control posts number 1, 2, and 3, as indicated in Admin O 5, will be operated by 10th MP Co.

4. SERVICE.

Division service troops will not establish service areas. Vehicle evacuation to division ordnance on the post.

5. PERSONNEL

a. Daily strength messages will reflect the actual strength of units participating in the exercise.

b. Personnel requisitions will be prepared based on actual shortages existing in TOE strength of units participating in the exercise.

c. The 10th MP Co will operate a straggler post vicinity of BM 334, 098798 and the division collecting point at CUSSETA 094763 commencing 231200 Jun until end of exercise.

d. The 10th MP Co will operate a prisoner of war collecting point at CUSSETA 094763 commencing 231500 Jun until end of exercise.

e. Burials and graves registration, civil affairs, and civilian employees will not be played.

f. Rear echelon and administrative center, division headquarters, will not be represented during the exercise. Regimental personnel section of the participating regiment will operate in the regimental field train bivouac area.

6. MISCELLANEOUS

a. Units will police all areas used. Ammunition containers will be returned to division ordnance on completion of the problem.

b. Division special staff officers concerned will assist in supervising each exercise.

c. Umpire armbands and flags will be issued by the division quartermaster on 21 June.

Inclosures: 1. Administrative Order 5.

2. Administrative Instructions.

b. *Inclosures.*

(1) *Administrative order.*

CLASSIFICATION

10th Inf Div

CUSSETA, 094763 GA.

231300 Jun 19--

CLASSIFICATION

Admin O 5

Maps: FT BENNING, 1:25,000, Sheets H & I.

1. SUPPLY

a. Class I.

(1) Div DP, MANTA 150743

(2) Scd for distr:

85th Inf----	1,700----	10th Med Bn-----	1945
86th Inf----	1,730----	41st Engr C Bn----	2000
87th Inf----	1,800----	62d Hv Tk Bn-----	2015
Div Arty---	1,830----	Others-----	2030

b. Class III.

(1) Army SP 603, RENFROE 147675

(2) Div DP, MANTA 150743

c. Class V.

(1) ASP 091, RENFROE 147675

(2) DAO, CUSSETA 094763

(3) Aval Sup Rate

60-mm Mortar----- 4

81-mm Mortar----- 15

106-mm Rifle----- 2

57-mm Rifle----- 3

d. Water.

(1) WSP 1 143743

(2) WSP 2 090751

(3) WSP 3 042777

(4) Obtain all water from WSP; local water contaminated.

e. Vehicle Collecting Point—Ord coll pnt, MANTA 150743; unit evac.

f. Captured Material.

(1) Ammo—Units rept loc to Div Ord Off.

(2) Engr—Rept loc, type, quantity to Div Engr immediately. Evac by engr bn.

(3) All other—Unit evac to salv coll pnt MANTA 150743 when practicable.

CLASSIFICATION

CLASSIFICATION

(4) Rept to G4 daily by 2400 as of 1800.

g. Salvage.

(1) Coll pnt, MANTA 150743; unit evac.

(2) Rept daily to QM by 2400 as of 1800.

2. EVACUATION AND HOSPITALIZATION.

(1) Clr Sta, MANTA 150743; evac to 857 Evac Hosp by army.

(2) Regts rept loc coll sta.

3. TRANSPORTATION.

(1) MSR: CUSSETA ROAD

(2) Tfc control posts:

1-----093763

2-----096762

3-----149742

4-----142712

(3) Tfc R Hq—CUSSETA 094763

(4) At night, blackout lights only.

4. SERVICE.

a. Organization.

(1) Fld tn biv:

Regts rept loc when established. Others,
unit control.

b. Technical Services.

(1) Engr—41st Engr C Bn MANTA 150743.
Maintain MSR and roads in Div Area.

(2) Med—10th Med Bn, MANTA 150743.
Operate clr sta.

(3) 701st Ord Co, MANTA 150743. Operate
maint shop and coll pnt.

(4) QM—10th QM Co MANTA 150743. Op-
erate C1 I, C1 III SP, salv coll pnt. Ldry
and bath.

(5) Sig—MANTA 150743. Operate Sig SP.

CLASSIFICATION

5. PERSONNEL.

a. Strengths.

- (1) Str messages daily as of 1800 hours by 2200 hours.
- (2) Unit reports daily as of 1800 hours by 2200 hours.

b. Replacements.

- (1) All outstanding pers rqn cancelled. Pers rqn required 23 Jun, and daily thereafter.
- (2) Div Repl Co., MANTA 150743, effective 230600 Jun.

c. Discipline, Law and Order.

- (1) STRAGL: BM 334, 098798—CUSSETA 094763—RJ 074769—RJ 037744—RJ 033727—WALLIS RANGE 987726.
- (2) Straggler coll pnt: CUSSETA 094763.
- (3) Stragglers will be picked up by units at coll pnt on call.

d. Prisoners of War.

- (1) Div PW coll pnt: CUSSETA 094763.
- (2) 85th Inf be prep to furn to PM on call, personnel not to exceed one plat for use in control of PW.
- (3) To coll pnt by orgns. All guards dlvr PW to PW coll pnt remain under control of PM until released.

e. Burials and Graves Registration.

- (1) Evac to coll pnt at MANTA 150743 effective 230600 Jun.

f. Morale and Personnel Services.

- (1) Decorations—DA Form 638 (Recommendation for Award—Heroism; Meritorious

CLASSIFICATION

Achievement or Service) will be submitted in triplicate.

(2) Leaves and passes—Div SOP.

(3) Mail—Div APO opens MANTA 150743 at 230900 Jun. Dlvr daily with rations. Outgoing mail to Div APO by 1200 daily.

g. Procedures.

(1) Asg, clas, and reclassification of off and Em; Div SOP.

(2) Recm for combat promotions submitted by electrical means. Include name, rank, serial number and statement that TOE vacancy exists.

6. CIVIL AFFAIRS—MILITARY GOVERNMENT.

(1) Annex 1, Civ Affairs.

(2) Civ coll pnt: GOBBLERS Hill 149738.

7. MISCELLANEOUS.

a. Rear Boundary—LOUVALE 078580, RENFROE 147675, GLEN ALTA 212767.

b. Headquarters—Div rear ech MANTA 150743.

ALLEN
Maj Gen

ANNEX 1, Civil Affairs (omitted)

Distr: A

304th Engr Tdwy Brg Co

OFFICIAL: *Fuller*

FULLER

G4

CLASSIFICATION

(2) *Administrative instructions.*

Field Exercise

(For participating reinforced elements and divisional elements.)

1. MOVEMENT TO EXERCISE AREA.

See Inclosure 1, March Table.

2. SUPPLY PLAY.

a. Class I supply will be played in full. Prior to departure from garrison, the regiment and division service elements will draw one B ration for consumption commencing with breakfast 23 June. Div Class I supply point, MANTA 150743, operated by a detail from 10th QM Co, will make the following issues:

June 23d: C ration for consumption 24 June.

June 24th: B ration for consumption in garrison 25 June.

Ration drawing schedule indicated in Admin O 5.

b. Class II supply will not be played.

c. Class III supply will be played in full. Division Supply Point, MANTA 150743 will be operated by a detail from the 10th QM Co: opens 231400 June. All vehicles will start the exercise with gas cans empty. Supply will be effected by exchange of empty cans for full cans. One 5-gallon can per vehicle engaged in the exercise will be exchanged.

d. Class V supply will be played through the use of ammunition credit cards, and ammunition containers partially filled with sand. Umpires with each echelon will require at least one resupply trip. At the beginning of the exercise, each unit will have on hand credit cards indicating presence and quantity of basic loads. These cards will be taken up by the umpires in accordance with reasonable simulated rates of expenditure of ammunition. Battalion S4s will be furnished cards representing basic loads in the battalion trains. Vehicles will carry an equiva-

lent load of sand-filled ammunition containers. As company and battery resupply is effected, the battalion cards change hands, and the ammunition containers will be transported to company and battery ammunition vehicles, thus requiring resupply of the trains. Army ASP 901, RENFROE 147675 will issue additional cards and ammunition containers on the basis of requests and actual transportation present for the drawing. A detail from the 701st Ord Co will operate the Army ASP. The division ammunition office will open at CUSSETA 094763 at 240800 June. Ammunition credit cards will be issued to S4, 85th Infantry for distribution prior to the exercise. At the commencement of the exercise, each unit will have on hand the following to be issued by the division ordnance officer commencing 220700 June:

- (1) Each rifle company:
 - 200 Rds, cal. .30 blank, per rifle, M1.
 - 2500 Rds, cal. .30 blank, per LMG.
- (2) Each heavy weapons company:
 - 5000 Rds, cal. .30 blank, per MG.
- (3) Each artillery battery:
 - 50 Rds, 105-mm blank, per how.
- (4) Artillery service battery:
 - Basic loads of sand-filled ammunition containers.
- (5) Each infantry battalion ammunition train:
 - Basic loads of sand-filled ammunition containers.
- (6) Each company, battery, and platoon umpire:
 - 4 smokepots.
 - 40 simulated grenades.
 - 100 firecrackers.

- (7) Each artillery fire marker:
100 flash and sound, M74.

e. Water. Water Supply Point 1, 143743 will be operated by the 41st Engr C Bn: opens 220800 June.

3. EVACUATION.

a. Simulated casualties. One simulated casualty per platoon will be tagged by platoon umpires and will be evacuated through medical channels.

These casualties will be returned through the Division Replacement Company as replacements. (One man represents ten replacements. Division Replacement Company will be represented by a skeleton force.)

b. Collecting. Collecting station and battalion aid stations will be established by the regiment.

c. Clearing. Clearing Station MANTA 150743 operated by one clearing platoon, 10th Med Bn: opens 240900 June.

d. Actual casualties. Actual casualties will be accorded emergency treatment at battalion aid stations and evacuated direct to the post hospital. One $\frac{3}{4}$ -ton ambulance from ambulance company will be attached to the regiment for this purpose.

4. TRANSPORTATION.

a. Traffic control. Traffic posts 1, 2 and 3 will be manned by 10th MP Co commencing 240700 June.

b. Reinforcing transportation. See inclosure 1, March Table.

5. SERVICE AREA.

Division service troops will not establish service areas. Vehicle evacuation to division ordnance on the post.

6. PERSONNEL.

a. Strength messages. Daily strength messages will reflect the actual strength of units participating in the exercise.

b. Personnel requisitions. Personnel requisitions will be prepared based on actual shortages existing in TOE strength of units participating in the exercise. Flow of replacements will be played as indicated in paragraph 3a above.

c. Straggler line. The 10th MP Co will operate a straggler post vicinity of BM 334, 098798 and the division collecting point at CUSSETA 094763, commencing 231200 June until end of exercise.

d. Prisoners of war. The 10th MP Co will operate a prisoner of war collecting point at CUSSETA 094763 commencing 231500 June until end of exercise.

e. Burials and graves registration, civil affairs, and civilian employees will not be played.

f. Rear echelon and administrative center, division headquarters, will not be represented during the exercise. Regimental personnel section of the participating regiment will operate in the regimental field train bivouac area.

7. MISCELLANEOUS.

a. All units will be responsible for police and salvage in the areas which they occupy. A check will be made by each unit commander or his representative to insure that the area is left in a clean, orderly condition and that no government equipment has been abandoned. Ammunition containers will be returned to division ordnance on completion of problem.

b. Umpire identification armbands and flags will be issued by the division quartermaster at the conclusion of the umpire orientation course 21 June.

c. Service Troop Training Plan, Inclosure 2.

Inclosure: 1. March Table.

2. *Sv Trp Tn Plan (omitted).

6. Control Plan

The control plan is normally prepared by the division G3 though in some cases the officer detailed to act as chief umpire for the exercise may be charged with its preparation. This plan provides for the organization of the umpire system and such other instructions pertinent to the control of the exercise as the situation requires. The success of the exercise is dependent on efficient control and this plan must provide for it.

a. Plan.

CONTROL PLAN, REINFORCED REGIMENT FIELD EXERCISE

1. GENERAL:

Umpires and enemy personnel will familiarize themselves with the provisions of all sections of Training Memorandum 10 to insure an overall understanding of the objectives of the exercise and how it is intended that these objectives be accomplished. Umpire command channels will parallel those of the participating units.

*The training directive for service troops participating in the exercise resembles the training directive issued to combat elements. This directive outlines the objectives to be achieved, the conditions under which the problem will be played, the installations to be established, the equipment to be taken into the field, and any additional details necessary to insure concurrent training of service troops and realistic support of combat elements participating in the problem.

INCLOSURE 1 to Administrative Instructions Regimental Field Exercise

[10th Inf Div, Fort Benning, Georgia, 10 June 195—]

1	2	3	4	5	6	7	8	9	10	11	12
Serial No.	Organization and Commander	Present Location	Route	Location by 2330 22 June	March			Control of Movement			Remarks
					Rate (mph)	Type	Time length (min)	Location of critical points	Earliest arrival time	Latest clearance time	
1	Det, 10th QM Co Clr Plat, 10th Ctr Co. Det, 710th Ord Bn Det, 41st Eng Bn (C). Det, Div Hq Det, 10th Sig Co Det, 10th MP Co CO, 10th QM Co	Fort Benning	Lumpkin Yankee Cusseta Roads	Cusseta	25	Open Column 100 yds between vehicles	23	IP(RJ)924812 RJ 948776 RJ 012774 RJ 031773 RJ 065781 RJ 079766 RJ 094763	June 221628 1635 1645 1648 1653 1657 1700	1651 1658 1708 1711 1716 1720 1723	Cusseta is RP for units going to Manta and Lou- vale.

2	1st Bn, 85th Inf CO, 1st Bn	Fort Ben- ning	Lumpkin Yankee Cusseta Roads	Cusseta	25	Open Column 100 yds between vehicles	23	IP (RJ) 924812 RJ 948776 RJ 012774 RJ 031773 RJ 065781 RJ 079766 RJ 094763	1728 1735 1745 1748 1753 1757 1800	1751 1758 1808 1811 1816 1820 1823 *
7	* Tank Co CO, Tank Co	* Fort Ben- ning	* Lumpkin Yankee Cusseta Roads	* Cusseta	15	* Open Column 100 yds between vehicles	10	IP (RJ) 924812 RJ 948776 RJ 012774 RJ 031773 RJ 065781 RJ 079776 RJ 094763	2211 2221 2231 2238 2243 2252 2258 2303	2221 2231 2248 2253 2302 2308 2313 *

Distribution: Same as Annex C to Training memorandum 10

2. UMPIRE DISTRIBUTION:

Inclosure 1.

3. UMPIRE ASSIGNMENTS:

Inclosure 2. Umpires will report to their assigned units at 220930 June and will remain with those units until the termination of the exercise.

4. UMPIRE COMMUNICATIONS:

Inclosure 3.

5. SCHEDULE FOR ORIENTATION AND INSTRUCTION OF UMPIRES AND SAFETY PERSONNEL:

Inclosure 4. Umpires and safety personnel will receive an orientation on general duties prior to the exercise. The conduct of this orientation will be the responsibility of the chief umpire. Following the general orientation, they will receive instruction on their specific duties with regard to the conduct of the exercise.

6. IDENTIFICATIONS:

All umpires and other control personnel will wear a white shoulder loop on their left shoulder. Umpire vehicles will fly a white flag on a staff attached to the right side of the vehicle bumper.

7. TRANSPORTATION:

Umpire transportation as required by inclosure 1 will be furnished by parent units.

8. UMPIRE CHECKLISTS:

Inclosure 5. This checklist is intended as a general guide for the unit umpire in determining a standard of performance for the unit to which he is assigned for the exercise. Ratings will be made as follows:

S—Satisfactory

U—Unsatisfactory

Ratings will be turned in to the Chief Umpire by the group umpire commanders with their final reports on the exercise.

9. REPORTS:

a. During the exercise: The provisions of FM 105-5 will govern. The chain of command for umpire reports will parallel that of the participating units. Tactical communication channels will not be utilized for umpire communications except in emergencies. Umpire communications will under no conditions be used for tactical communications.

b. After the exercise: Final reports will be submitted to the Chief Umpire for inclusion in the critique by 251000 June.

10. ORIENTATION AND CRITIQUE PLAN:

Inclosure 6.

Inclosures: 1. Umpire Distribution Plan

2. Umpire Assignments

3. Umpire Communication Plan

4. Schedule for Orientation and Instruction of Umpires and Safety Personnel

5. Umpire Checklist

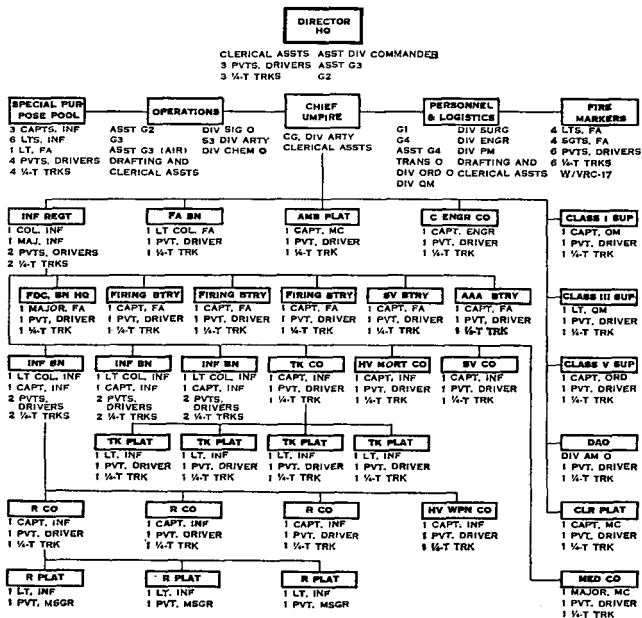
6. Orientation and Critique Plan
(Omitted)

b. Inclosures.

(1) Umpire distribution plan.

UMPIRE DISTRIBUTION PLAN, FIELD EXERCISE, REINFORCED REGIMENT

(RADIO OPRS. LMN. SAFETY PERSONNEL,
AND SWDB OPRS NOT INCLUDED)



(2) Umpire assignments.

UMPIRE ASSIGNMENTS
REINFORCED REGIMENT
FIELD EXERCISE

1. Director Headquarters.

Director—Brig Gen. Asst Div Comd, 10 Inf Div
Chief Umpire—Brig Gen. . . . CG, 10th Div Arty
Clerk—Sgt. Hq, 10th Inf Div

* * * * *

Operations.

Asst G2—Maj-----	Hq, 10th Inf Div
G3—Lt Col-----	Hq, 10th Inf Div
Asst G3—Maj-----	Hq, 10th Inf Div

* * * *

2. 85th Infantry.

Hq, 85th Inf

Col-----	Hq, 87th Inf
Maj-----	Hq, 87th Inf
Pvts-----	Hq Co, 87th Inf

* * * *

Hq, 1st Bn, 85th Inf

Lt Col-----	Hq, 1st Bn, 87th Inf
Capt-----	Hq, 1st Bn, 87th Inf
Pvts-----	Hq Co, 1st Bn, 87th Inf

* * * *

Hq, 2d Bn, 85th Inf

Lt Col-----	Hq, 2d Bn, 87th Inf
Capt-----	Hq, 2d Bn, 87th Inf
Pvts-----	Hq Co, 2d Bn, 87th Inf

* * * *

Co B, 85th Inf

Capt-----	Co B, 87th Inf
Pvt-----	Co B, 87th Inf

* * * *

Co C, 85th Inf

Capt-----	Co C, 87th Inf
Pvt-----	Co C, 87th Inf

* * * *

1st Plat, Co A, 85th Inf

Lt-----	Co A, 87th Inf
Sgt-----	Co A, 87th Inf

* * * *

(4) *Schedule for orientation and instruction of umpires and safety personnel.*

Time	Date	Place	Scope	Attendance
0800-1000	16 June	Post Theatre..	Purpose and need for umpires, relations of troops and umpires; organization, identifications, and controls used with Aggressor.	All umpires.
1000-1100	16 June	Post Theatre..	Fire power, relation of fire power to movement, calculation of fire power, effects of other elements on fire power.	All umpires.
1100-1200	16 June	Post Theatre..	Losses, types of casualties, method of assessing casualties and losses, average losses of infantry vehicles, calculation of losses in fire duels.	All umpires.
0800-1200	17 June	Jones Range..	Practical work, applicatory problems on calculation of fire power..	Infantry umpires.
0800-1200	17 June	Brown Range..	Practical work, applicatory problems peculiar to specific technical duties.	All umpires less Infantry unit umpires above.
0800-1000	18 June	Jones Range..	Specific duties of safety personnel. Demonstration and practical work in the use of flares, firecrackers, simulated grenades, and flash and sound ammunition.	All safety personnel, umpires, and fire markers.
0800-0830	21 June	Post Theatre..	Review and critique of previous instruction.....	All umpires.
0830-1200	21 June	Post Theatre..	Conference on the general conduct of the field exercise, safety measures, training objectives to be achieved, Aggressor plan, situations and requirements, and development of the exercise.	All umpires and safety officers.
1300-1600	21 June	Post Theatre..	Specific duties of various umpire groups with relation to the conduct of the exercise.	All umpires.

Inclosure 1. Orientation and Critique Plan.

(5) *Umpire checklist.*

RATING

SATISFACTORY	_____
*UNSATISFACTORY	_____

UMPIRE CHECKLIST

****INFANTRY DIVISION, REGIMENT, AND/
OR BATTALION**

UNIT UMPIRED: _____

SUBMITTED BY: _____

(Umpire)

Note. This checklist will be used as a guide in the preparation of the Umpire Report. It will be filled in upon conclusion of the maneuver and submitted on call. Questions answered by NO must be explained. Answers and/or comments will be entered after each question. Where there is insufficient space, the General Remarks Section will be used.

UNIT COMMANDERS AND STAFFS

1. Did the unit commander receive his orders in time for him to:
 - a. Make a reconnaissance?
 - b. Formulate a plan and issue his order?
2. Did the commander utilize his staff properly in formulating his plans?
3. Were orders to subordinates clear and concise?
4. Did orders include specific tasks for attached and supporting weapons?
5. Were adequate and timely warning orders issued?
6. Did the commander keep his staff informed?

*An unsatisfactory rating will be amplified in the General Remarks Section.

**Different type checklists may be developed depending on the size and type of unit, and the training points desired to be checked.

7. Did the commander maintain contact with adjacent unit commanders and arrange for coordination of plans and operations?

8. Was a complete and accurate situation map kept?

9. Was higher headquarters kept abreast of the situation?

10. Was the commander and his staff able to handle unusual or emergency situations?

11. Were measures taken to insure timely and adequate supply of subordinate units?

12. Was the CP location and organization tactically sound?

13. Was full use made of cover and concealment in the CP area?

14. Was the location of the OP tactically sound?

15. Were adequate personnel present at the OP to man it?

16. Was the staff properly coordinated?

17. Was full use made of liaison officers?

18. Did communications function properly?

APPROACH MARCHES: (Answer only if scheme of maneuver makes applicable)

1. Was advance guard properly organized?

2. Was the unit commander able to effectively control the unit?

3. Were motorized elements utilized properly?

4. Were effective measures taken for AT and AA protection?

5. Were flank and rear guards utilized? Was their organization and operation tactically sound?

6. Did the organization of the column as a whole facilitate rapid reinforcement of any portion of the column that might be attacked?

7. Were phase lines or march objectives utilized?
8. Was unit transportation effectively employed?

ASSEMBLY AREAS

1. Was the assembly area adequate from the standpoint of size, cover and concealment?
2. Was the distance of the assembly area from the line of departure tactically sound?
3. Was the movement of the unit into the assembly area tactically sound?
4. Was adequate security provided for the unit in the assembly area?
5. Was the movement from the assembly area to the line of departure tactically sound?
6. Were packs dropped in the assembly area?

ATTACK

1. Was attack formation tactically sound?
2. Were definite limited objectives assigned to subordinate units?
3. Were zones of responsibility clearly defined?
4. Was scheme of maneuver tactically sound?
5. Was contact between the unit and adjacent units adequate?
6. Were adequate security measures taken?
7. Was advantage taken of opportunities to maneuver the unit?
8. Did individuals and units make best use of cover and concealment?
9. Was the control and dispersion of individuals and vehicles adequate?
10. Were gun positions, use and displacement of crew served weapons sound?
11. Was patrol action adequate?

12. Was the teamwork of the unit and the supporting arms well coordinated?

13. Was the air-ground coordination adequate?

14. Were reserves kept within supporting distance of the assault echelon?

15. Was the reserve's commander continuously abreast of the situation?

16. If the reserve was committed, was it tactically sound?

17. Was a reserve promptly reconstituted after the original reserve was committed?

18. Were adequate instructions issued for the reorganization and continuation of the attack upon seizure of intermediate objectives?

19. Were definite instructions given for reorganization and consolidation upon capture of the final objective?

DEFENSE

1. Was a ground reconnaissance of a defensive area made prior to the issuance of a defense order?

2. Did the defense plan include the following?

a. Security measures?

b. Coordination of fires?

c. Organization of the ground?

d. Construction of reserve positions?

e. Provisions for counterattacks?

f. Priority of construction?

3. Did the fire plan provide for:

a. Covering of the front by FPL's?

b. Coordination of supporting fires to cover defiladed areas and other routes of approach?

- c. Was the fire plan flexible enough to allow for a rapid shifting of fires to cover any part of the front?
4. Was adequate local security provided?
5. Was the antitank plan sound?
6. Were patrol plans adequate?
7. Were alternate positions for crew served weapons provided?

WITHDRAWALS

1. Was the covering force adequate?
2. Were the following designated for subordinate units?
 - a. Time and method of withdrawal?
 - b. Routes of withdrawal?
 - c. Defensive position or assembly area to be occupied after breaking contact?
 - d. Mission after withdrawal?
3. Were the following designated for attached or supporting units?
 - a. Mission prior to withdrawal?
 - b. Mission during withdrawal?
 - c. Assembly area or routes of withdrawal?
 - d. Mission after withdrawal?

MISCELLANEOUS

1. Did leaders display positive leadership and initiative throughout the action?
2. Was full use made of supporting arms? Artillery? Air? Armor? A/T weapons?
3. Did all individuals adhere to the basic rules of field sanitation?
4. Was practical supply economy constantly considered and enforced by commanders at all levels?

GENERAL REMARKS

7. Orientation and Critique Plan

The orientation and critique plan is prepared by the division G3. This plan must provide for the orientation of all participants prior to the exercise and a critique at its conclusion. The preexercise orientation is essential if all personnel are going to carry out their duties with interest and enthusiasm. The critique is necessary if they are going to profit by their mistakes.

* * * * *

ORIENTATION AND CRITIQUE PLAN REINFORCED REGIMENT FIELD EXERCISE

1. ORIENTATION

a. *Command Groups.* The following personnel will attend an exercise orientation at the Post Theatre, 0800-0900, 22 June:

Regimental commander and staff.

Battalion commanders and staffs.

Company and battery commanders and executive officers.

Division staff.

Umpires of regiment, battalion, company, and battery headquarters.

This orientation will outline the purpose of the exercise, the tactical doctrines to be stressed, and special administrative instructions pertinent to the exercise. The general situation will be outlined on the orientation map and discussed briefly. Any questions which the participating commanders and staffs have will be answered as far as practical.

b. *Troops.* The orientation of the troops in the reinforced regiment will be the responsibility of the

regimental commander. He will insure that all participants in the reinforced regiment clearly understand the purpose, the training to be accomplished, and the situation. Orientation will be continuous throughout the course of the exercise.

c. *Umpires and Safety Personnel.* See Inclosure 1, Schedule for Orientation and Instruction of Umpires and Safety Personnel.

d. *Enemy Command Groups.* The following personnel will attend an exercise orientation at the Post Theater 0830-1200, 21 June:

Enemy battalion commander and staff.

Enemy company commanders and executive officers.

Enemy platoon leaders.

All umpires and safety officers.

The orientation will outline the purpose of the exercise, the tactical doctrines to be stressed, and special instructions pertinent to the exercise. The situations and requirements will be outlined on the orientation map and discussed briefly. The conduct of the enemy representation will be discussed in detail. The enemy commander will present his plan for accomplishing the mission assigned him.

e. *Enemy Troops.* The orientation of the enemy troops will be the responsibility of the enemy troop commander.

2. CRITIQUE.

a. *Time-date.* 251400 June.

b. *Post Theatre.*

c. *Attendance:* The following personnel will attend the division critique:

Regimental commander and staff.

Battalion commanders and staffs.

Company and battery commanders and executive officers.

Enemy battalion commander and staff.

Enemy company commanders and executive officers.

Enemy platoon leaders.

All umpires.

Chief safety officer.

Division staff.

d. *Schedule of Speakers:*

Chief Umpire.....	10 min
Regimental Umpire.....	10 min
1st Battalion Umpire.....	5 min
2d Battalion Umpire.....	5 min
3d Battalion Umpire.....	5 min
Aggressor Commander.....	10 min
G1.....	5 min
G2.....	5 min
G3.....	5 min
G4.....	5 min
Regimental Commander.....	10 min
Director.....	10 min
Commanding General.....	15 min

e. *Scope:* Comments made during the critique will be confined to a discussion of applicable tactical principles and the specific application of those principles during the exercise. Good and bad examples may be pointed out. Specific criticism of individuals or units will be avoided. Comments will be constructive and to the point. *Repetition* of material previously covered by another speaker is *undesirable and will be avoided*.

f. *Troop Critiques:* Critiques for all participating personnel will be arranged for by commanders con-

cerned. Critiques will be scheduled to follow the division critique as closely as practicable.

Inclosure 1. Schedule for Orientation and Instruction of Umpires and Safety Personnel.

8. Training Memorandum

HEADQUARTERS 10TH INFANTRY DIVISION FORT BENNING, GEORGIA

TRAINING MEMORANDUM NO. 10

10 Jun 19----

FIELD EXERCISE REINFORCED INFANTRY REGIMENT

1. PURPOSE:

The purpose of this field exercise is the specific application under field conditions of abstract doctrine covering the following:

- a. Occupation of a concealed bivouac area at night.
- b. A meeting engagement.
- c. Preparation for a coordinated attack.
- d. Air-Ground coordination.

Concurrent training in the following will be included:

- a. Displacement of CP's.
- b. Motorized patrols.
- c. Communications.
- d. Combat intelligence.
- e. Functioning of the supply system.
- f. Coordinated action of combined arms.
- g. Actions and orders of all leaders.

2. REFERENCE MATERIAL:

FM 100-5, Operations, pars. 149-164, 179-195, 220-287, 293-325, 387-397, 401-407, 449-476.

FM 105-5, Maneuver Control.
FM 30-101, The Maneuver Enemy.
FM 30-102, Handbook on Aggressor Military Forces.
FM 30-103, Aggressor Order of Battle.
FM 30-104, Aggressor Representation.
Garrison Regulations, Fort Benning.

3. SCHEDULE:

85th Inf, Reinf: 22-25 June

85th Inf.

25th FA Bn W/Btry A, 43d AAA AW Bn(SP)
Atchd.

Co A, 41st Engr C Bn.

1st Plat, 10th Amb Co.

86th Inf Reinf: 29 June-2 July

86th Inf.

35th FA Bn w/Btry B, 43d AAA AW Bn (SP)
Atchd.

Co B, 41st Engr C Bn.

2d Plat, 10th Amb Co.

87th Inf, Reinf (): 6-9 July

87th Inf ()

40th FA w/Btry C, 43d AAA AW Bn (SP)
Atchd.

Co C, 41st Engr C Bn.

3d Plat, 10th Amb Co.

4. SCENARIO:

See Annex A.

5. TROOP ORIENTATION:

See Annex B.

6. ADMINISTRATIVE INSTRUCTIONS:

See Annex C.

7. CONTROL PERSONNEL:

See Annex D.

8. ENEMY FORCES:

See Annexes D and E.

FOR THE COMMANDER:

PAUL R. BAKER

Colonel, GS

Chief of Staff

OFFICIAL:

Arthur B. Signor

ARTHUR B. SIGNOR

Lt Col, AGC

Adjutant General

ANNEXES: A. Scenario

B. Orientation and Critique Plan

C. Administrative Instructions

D. Control Plan

E. Special Instructions for Aggressor
Force

DISTR:

Tng Memo w/annexes A

B and C.

Tng Memo complete.. 5/Director

10/chief umpire.

1/ea umpire

7/1st Bn, 87th Inf (Ag-
gressor).

Operation Order 8---- 5/Director

20/chief umpire (issue
231600 June).

Administrative Order-- 5/Director

20/chief umpire (issue
231600 June)

Int annex----- 5/Director

20/chief umpire (issue
231600 June)

APPENDIX IV

TYPE PLANS AND DISTRIBUTION FOR COMMAND POST AND FIELD EXERCISES

APPENDIX IV

TYPE PLANS AND DISTRIBUTION FOR COMMAND POST AND FIELD EXERCISES

Item	Prepared by	Director SECDEF	Distribution			
			Umpires	Aggressor ¹	Trainers	Players
Training Memo	03	✓	✓	✓		✓
Annex A, Scenario	03	✓	✓	✓		
App 1, Overlay	03	✓	✓	✓		
App 2, Corps Opn O (Extracts)	03	✓	✓	✓		✓
Tab A, Intel Annex to Corps Opn O	02	✓	✓	✓		✓
Tab B, Opn Overlay Corps Opn O	03	✓	✓	✓		✓
App 3, Plan for Intelligence	02	✓	✓	✓		
Tab A, Information Distribution Plan	02	✓	✓	✓		
Tab B, Gen Instructions for Aggressor	02	✓	✓	✓		
Annex B, Control Plan	03	✓	✓	✓		
App 1, Umpire assignments	01, chief umpire	✓	✓			
App 2, Schedule of Umpire Orientation and Tng	03, chief umpire	✓	✓			
App 3, Umpire Checklist	03, chief umpire	✓	✓			
App 4, Umpire Communication Plan	Chief umpire Div Sig Off	✓	✓			
Annex C, Orientation and Critique Plan	03, chief umpire	✓	✓	✓		✓
Annex D, General Situation	03, 02	✓	✓	✓		✓
Annex E, Plan for Administration	01, 04	✓	✓	✓		✓
App 1, Army Admin O (Extracts)	01, 04	✓	✓	✓		✓
App 2, Claims Plan	04, Claims Off	✓(Primary interest, claims officer)				
Annex F, Public Information Plan ¹	01, PIO	✓	✓	✓		✓

¹For field exercise only.

NOTE: Ref claims plan; since an administrative plan is not usually issued in a CFX, the claims plan would then become an annex to the training memorandum.

APPENDIX V

TERRAIN MODEL CONSTRUCTION

1. Introduction

This appendix shows various types of terrain boards and sandtables and discusses methods for their construction.

2. Terrain Board Preparation

a. One method of preparing a terrain board or table is as follows:

- (1) Secure a contour map of the area to be reproduced. If no map is available, or if the area is imaginary, improvise a small map.
- (2) Determine the scale to be used and draw grid squares on the map.
- (3) Draw corresponding grid squares to the desired scale on tabletop or base. It may be necessary to subdivide these grid squares to insure rigidity in the completed surface, in which event corresponding subdivisions will have to be made on the contour map.
- (4) Determine elevation at each intersection of grids on contour map.
- (5) Cut pegs to scale for elevation of each intersection of grids on contour map and install at a corresponding point on wooden base.
- (6) Stretch cheesecloth dipped in thin wallpaper

paste (or flour-and-water paste) or sized with varnish, over pegs, tacking the cloth to the lower pegs. Allow to dry.

- (7) If paste is used, coat with shellac; if varnish is used, no coating is necessary.
- (8) Mix dry papier-mâché with water to about the consistency of custard. Spread the mixture over cloth with hands or trowel, shaping to suit surface of the terrain desired.
- (9) Trees and shrubbery may be made of sponges dipped in green ink or paint; buildings may be constructed out of cardboard, wallboard, plywood, or scrap lumber, suitably painted. Small trees may be made from lichen which has been cured by immersion in a mixture of glycerine and alcohol in equal parts and then colored with green ink or watercolors. Shrubby, trees, etc., should be installed on the terrain board while the papier-mâché is still wet. Ingenuity should be used in obtaining other objects to be used to complete details on the terrain board. For example, miniature cars, trucks, and figures can be obtained at small cost at novelty stores.

b. An alternate method of surfacing a terrain board can be effectively used. Mix plaster of Paris to a consistency of thick cream and dip newspaper pieces 6 to 10 inches square into the mixture. Apply these dipped paper squares to a cloth foundation, overlapping each piece and overlaying when necessary to form irregular contour or extra height. Shellac when dry and finish off with oil paint. Only

a small amount of plaster of Paris should be mixed at one time, since this material sets rapidly.

c. Terrain models are frequently prepared from aerial photographs. They may, however, be entirely hypothetical, in which case terrain features are especially created to fit the particular problem which the display is to illustrate.

3. Sand Table Construction and Accessories

(figs. 3 and 4).

a. These plans can be used to build a portable sand table. The tray and stand are separate, which allows them to be easily moved. The tray holds

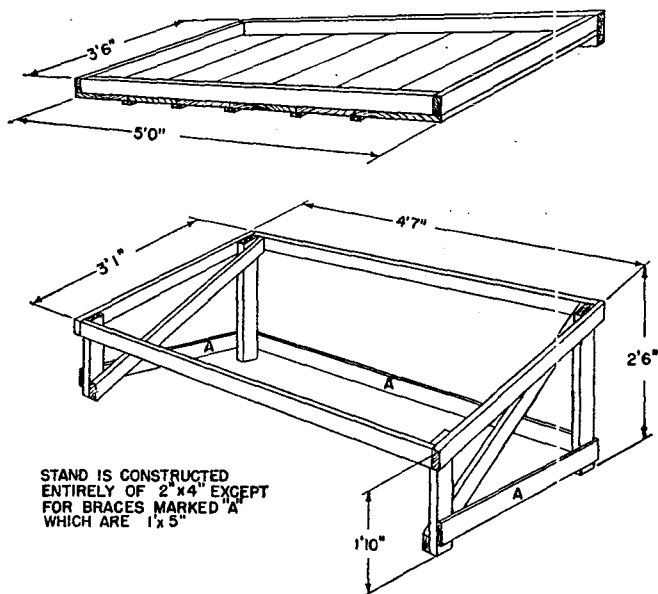


Figure 3. Sand table construction.

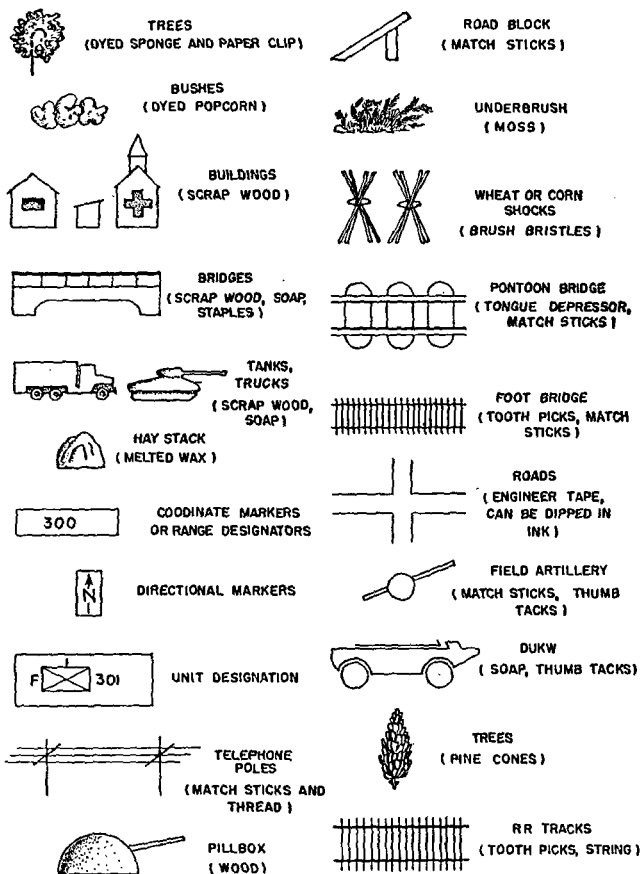


Figure 4. Sand table accessories.

approximately four bags of sand. The following is required to build the sand table:

- 50 running feet of 2- by 4-inch lumber.
- 17 running feet of 1- by 5-inch lumber.
- 40 running feet of 1- by 2-inch lumber.

b. The stand is constructed entirely of 2- by 4-inch lumber except for braces marked "A", which are 1 by 5 inches. For suggested sandtable accessories and their construction, see figure 4.

4. Construction of Laminated Contour Terrain Model (figs. 5 and 6).

a. The first step (fig. 5) is to construct a framework to the desired size of the finished product and fasten a baseboard on top. This baseboard should be of lightweight but durable material such as mason-



Figure 5. Framework of laminated contour terrain model.



Figure 6. Framework covered with moulding plaster.

ite or wallboard. Next, trace onto a piece of cardboard the contour lines from a map enlarged to desired scale. To achieve this, the use of a balopticon projector is of great value. After tracing on the cardboard, cut along each line. This leaves an island of cardboard for each contour line. When all islands are cut, place them in the correct position and glue or nail each piece separately. When the top contour layer is in place, cover the entire surface with a thin coating of shellac to keep out moisture.

b. Figure 6 shows the model after the contour layers have been covered with moulding plaster or sand mixed with commercial glue. When the plaster or sand-glue mixture is dry, the entire surface is covered with two coats of paint. Roads and streams are painted. Basic vegetation, represented by pieces of dyed sponge or lichen, is glued in place. Buildings, bridges, and other miniatures are added to give the model a realistic appearance.

5. Topographical Terrain Chart

(fig. 7).

This suggested training aid is a 4- by 7-foot piece of $\frac{3}{8}$ -inch plywood with the topographical features and military terms painted on the panel. It is used in map reading instruction to acquaint the student with topographical terms. It can be used outdoors or inside a classroom. It is designed for use with a group of 200 men or less. Approximate cost of the aid is \$5.00. Examples of various other terrain and panoramic views may be obtained in FM 21-25 and FM 21-26.

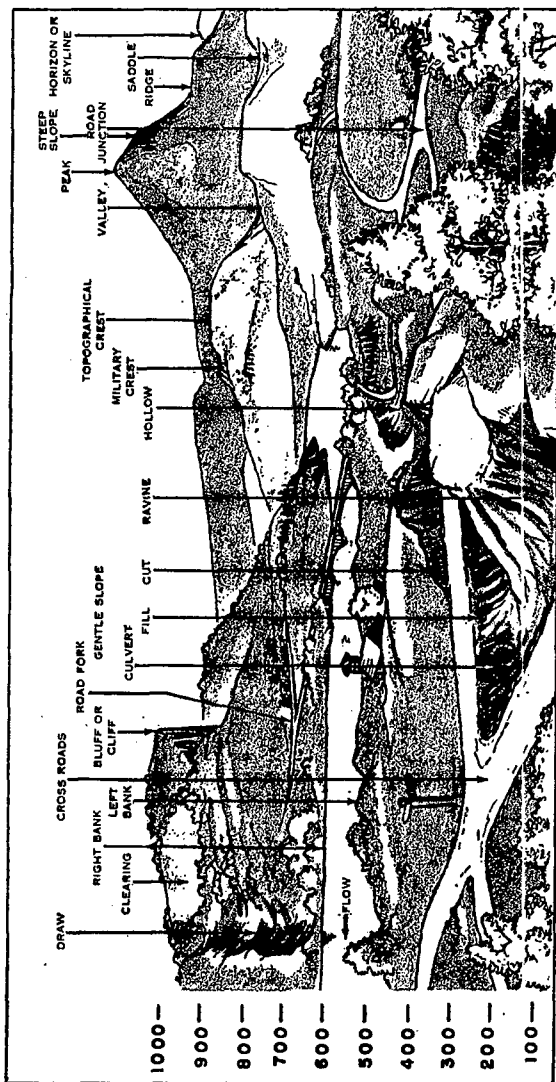


Figure 7. Topographical terms chart.

6. Hasty Terrain Model

(fig. 8).

a. The ingenious use of an issue blanket, a piece of burlap, canvas, or other readily available material can result in an excellent terrain model. Models can be based on maps, aerial photographs, or current information secured by direct observation of the terrain or by patrols. They are lighter than sand tables and can be set up more easily. Also, they are capable of greater variety.

b. Figure 8 illustrates how an ordinary issue blanket can be used for this purpose. Miniature models of tanks, railroad tracks, houses, and woods can be made from scrap lumber. Designation and symbol cards representing units and activities can be drawn on small squares of cardboard and used repeatedly.

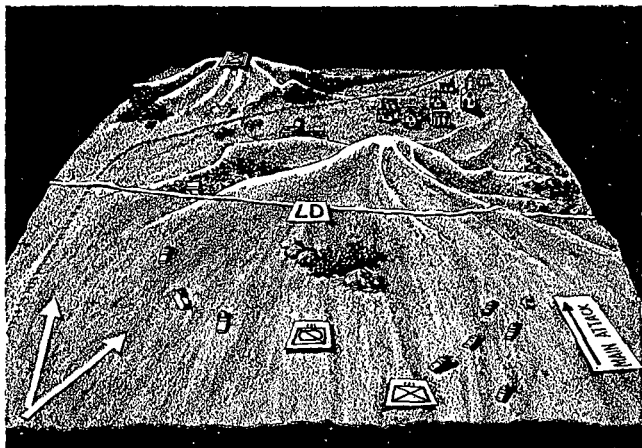


Figure 8. Hasty terrain model.

c. The hasty terrain model as shown here does not represent an actual tactical situation. It is used only to show how models and miniatures are adapted to this particular type training aid. Hills have been made by lumping material such as sand, newspaper, and dirt under the blanket. Woods are represented by dyed sponges (fig. 4). The line of departure shown is a piece of engineer tape, but ordinary rope will serve for this purpose. Railroad tracks are made from chicken wire.

d. This model can be used to represent actual terrain for instruction of troops in battle formations, for briefing troops in the field on impending tactical problems, and for critiques.

INDEX

Administration:	Paragraph	Page
Command post exercise.....	149	135
Division field exercise.....	144	127
Field exercise.....	102	82
Sandtable exercise.....	82	67
Tactical drill exercise.....	102	82
Terrain exercise.....	92	72
Administrative instructions.....	app. III	162
Administrative order.....	app. III	162
Administrative plan.....	app. III	162
Administrative training policies.....	23	21
Aggressor representation.....	101,	80, 88,
110-112, 123, 144, app. II, app. III		100, 127,
		144, 162
Air reconnaissance.....	143	125
Ammunition allocation.....	112	92
Application in training.....	55	49
Areas, training.....	23	21
Army:		
Department of, training responsibili-		
ties.....	4	6
Training missions.....	4	6
Education centers.....	18	17
Mission.....	3	6
Schools.....	15-18	16
Assistant umpires.....	74, 91	59, 70
ATP cycle training.....	9, 11	10, 11
Battalion command post exercise.....	124-126	104
Battalion field exercise.....	109-123	87
Battalion order, field exercise.....	app. II	144
Cadre training.....	9, 10	10
Centralized training.....	22	20

	Paragraph	Page
Checklists.....	118, 144, app. II	96, 127, 144
Chief umpire.....	110, 111, 120, 123, 127	88, 89, 99, 100, 107
Claims plan.....	144	127
Commander, supervision.....	41-50	41
Commander's critique.....	49	45
Commander's time.....	37	35
Commander's training responsibilities.....	8, 137	9, 120
Command post exercise:		
Definition and purpose.....	59	51
Planning, preparing, and conducting.....	124- 127, 147-151	104, 134
Type plans and distribution.....	app. IV	215
Command post location.....	125	106
Communication:		
Division field exercise.....	144	127
Terrain exercise.....	91	70
Contour layers.....	app. V	216
Control plan.....	91, 101, 118, 144, app. II, app. III	70, 80, 96, 127, 144, 162
Controlled map maneuvers.....	62	53
Coordination, staff.....	107, 111, 123	85, 89, 100
Critique.....	49, 91, 101, 123, 144, 151, 158	45, 70, 80, 100, 127, 136 142
Critique plan.....	120, 144	99, 127
Cycle training, ATP.....	9, 11	10, 11
Cycle training, post ATP.....	9, 12	10, 13
Decentralized training.....	22	20
Decision, commander's.....	24	25
Directive, training.....	77, 97, 129, app. II, app. III	61, 76, 108, 144, 162
Analysis.....	21-23, 112, 143	19, 92, 125
Director, exercise.....	110, 111, 118, 123	88, 89, 96, 100

	Paragraph	Page
Division command post exercise.....	147-151	134
Division field exercise.....	141-146	121
Evaluation of personnel.....	23	21
Equipment for tactical exercise.....	69	56
Estimate, training situation.....	23	21
Facilities for training.....	23	21
Factors of training.....	21-23	19
Field exercise:		
Conduct.....	123	100
Definition and purpose.....	58	51
Planning, preparing, and conducting..	96-105, 109-123, 141-146, app. II	76, 87, 121, 144
Type plans and distribution.....	app. IV	215
Field maneuvers, definition.....	63	54
Filler personnel.....	10	10
First requirement:		
Field exercise.....	100	77
Sandtable exercise.....	80	63
Tactical drill exercise.....	100	77
Terrain exercise.....	95	74
Fix of the battlefield.....	131, app. II	110, 144
Formal inspection.....	47, 48	44, 45
Free map maneuvers.....	62	53
Funds, special field exercise.....	71	57
G1.....	111	89
G2.....	111, 117, 142, 144	89, 95, 123, 127
G3.....	110, 111, 116, 120, 122, 137, 142-144	88, 89, 93, 99, 100, 120, 123
G4.....	111, 142, 144	89, 123, 127
General situation:		
Field exercise.....	100, 105	77, 82
Map exercise.....	134	113
Sandtable exercise.....	80	63
Tactical drill exercise.....	100, 105	77, 82
Terrain exercise.....	95	74
Ground reconnaissance.....	89, 111, 116	69, 89, 93

	Paragraph	Page
Hasty terrain model.....	app. V	216
Inclement weather schedule.....	34, 35	34
Individual training.....	11, 14-18	11, 15
Initial situation and first requirement:		
Field exercise.....	100, 116	77, 93
Map exercise.....	134	113
Sandtable exercise.....	80	63
Tactical drill exercise.....	100	77
Terrain exercise.....	95	74
Informal inspection.....	47, 48	44, 45
Information distribution plan.....	144	127
Inspection.....	47, 48, 50	44, 45, 46
Instructor.....	74	59
Intelligence annex.....	144, app. III	127, 162
Intelligence plan.....	117, 144, app. III	95, 127, 162
Laminated contour model.....	app. V	216
Logistical support. field exercise.....	111	89
Major commands.....	7	9
Maneuvers:		
Controlled.....	62	53
Field.....	63	54
Free.....	62	53
Map.....	62, 128-135, 152, 153	53, 107, 136
Map exercise:		
Definition and purpose.....	56	50
Planning, preparing, and conducting..	128- 135	107
Map maneuvers:		
Definition and purpose.....	62, 153	53, 136
Planning, preparing, and conducting..	128- 135	107
Map reconnaissance.....	79, 116, 143	62, 93, 125
Map scale.....	79, 89, 129	62, 69, 108
March table.....	app. III	162
Master training schedule.....	30, 31	29, 31

	Paragraph	Page
Memorandum, training-----	29, 122, 144, 156, app. III	27, 100, 127, 139, 162
Mission:		
Army-----	3	6
Department of the Army, training---	4	6
Training-----	4, 6, 7, 21	6, 8, 9, 19
Movement plan-----	149	135
Orders, field exercise-----	app. III	162
Orientation and critique plan-----	120, 144	99, 127
Orientation, student:		
Field exercise-----	105	82
Sandtable exercise-----	85, app. V	67, 216
Terrain exercise-----	91, 95	70, 74
Performance standards-----	27	26
Personnel evaluation-----	23	21
Phases of training:		
ATP cycle-----	9, 11	10, 11
PostATP cycle-----	9, 12	10, 13
Unit-----	13	14
Plan, commander's-----	25	25
Planning schedule-----	114, 155	93, 138
Policy, United States toward Army-----	3	6
PostATP cycle training-----	9, 12	10, 13
Principles of scheduling-----	36-40	35
Principles of supervision-----	43	42
Program, training, unit-----	28	27
Programming tactical exercises-----	64, 66	54, 55
Public information plan-----	144, 149	127, 135
Realism in exercises-----	73, 93, 108, 134, 137	58, 74, 86, 113, 120
Reconnaissance:		
Air-----	143	125
Ground-----	89, 111, 116	69, 89, 93
Map-----	79, 116, 143	62, 93, 125
References for study-----	78, 88, 113, 125, 132	62, 69, 92, 106, 112
Regimental command post exercise-----	124-127	104
Regimental field exercise-----	109-123	87

Rehearsals:	Paragraph	Page
Field exercise.....	104	82
Sandtable exercise.....	84, app. V	67, 216
Tactical drill exercise.....	104	82
Terrain exercise.....	94	74
Road guards.....	91	70
S3.....	28-31, 131	27, 110
Safety precautions.....	101	80
Sandtable exercise:		
Definition and purpose.....	60	52
Planning, preparing, and conducting.....	75-85, app. V	60, 216
Scale, map.....	79, 89, 129	62, 69, 108
Scenario:		
Battalion field exercise.....	116	93
Corps and army field exercise.....	155, 156	138, 139
Division field exercise.....	144	127
Field exercise.....	100	77
Regimental field exercise.....	116	93
Sandtable exercise.....	80, app. V	63, 216
Tactical drill exercise.....	100	77
Schedule:		
Inclement weather.....	34, 35	34
Planning.....	114, 155	93, 138
Training.....	30, 31, 37	29, 31, 35
Unit (weekly).....	32, 33	32
Scheduling training.....	36-40	35
Schools, Army.....	14-18	15
Sequence of events.....	116, 142	93, 123
Situation, general:		
Field exercise.....	100, 105	77, 82
Map exercise.....	134	113
Sandtable exercise.....	80	63
Tactical drill exercise.....	100, 105	77, 82
Terrain exercise.....	95	74
Situation, initial:		
Field exercise.....	100, 105, 116	77, 82, 93
Sandtable exercise.....	80, app. V	63, 216
Tactical drill exercise.....	100, 105	77, 82
Terrain exercise.....	95, app. V	74, 216
Small unit field exercise.....	96-105, app. II	76, 144

	Paragraph	Page
Squad tactical exercise.....	72-105	58
Staff.....	110, 111	88, 89
Staff coordination.....	107, 111, 123	85, 89, 100
Stages of training.....	9	10
Standards, training.....	26, 27	26
Student orientation:		
Field exercise.....	105	82
Sandtable exercise.....	85	67
Terrain exercise.....	91, 95	70, 74
Subsequent situations:		
Field exercise.....	100, 105	77, 82
Map exercise.....	134	113
Sandtable exercise.....	80, app. V	63, 216
Tactical drill exercise.....	100, 105	77, 82
Terrain exercise.....	95, app. V	74, 216
Supervision, training.....	41-50	41
Purpose.....	42	41
Principles.....	43	42
Steps.....	44-50	43
Supplementary training, officers.....	106	85
Systems for training.....	21, 22	19, 20
Tactical drill exercise:		
Definition and purpose.....	61, 96	53, 76
Planning, preparing, and conducting.....	97-105, app. II	76, 144
Tactical exercise:		
Definition.....	52, 53	48, 49
Responsibility for preparation.....	74, 154-156	59, 138
Tactical exercises:		
Types.....	55-63	49
Tactical training, definition.....	51	48
Teaching points.....	77, 150	61, 136
Techniques of supervision.....	44-50	43
Terrain:		
Field exercise.....	67	56
Map exercise.....	134	113
Sandtable exercise.....	79	62
Terrain exercise:		
Definition and purpose.....	57	51
Planning, preparing, and conducting.....	86-95	68

	Paragraph	Page
Terrain model exercise:		
Definition and purpose.....	60	52
Planning, preparing, and conducting.....	75-85, app. V	60, 216
Terrain preparation.....	93	74
Time:		
Allotted to subjects.....	38, 39	36, 37
Commander's.....	37	35
Time schedule:		
Field exercise.....	100	77
Sandtable exercise.....	80	63
Tactical drill exercise.....	100	77
Topographical terrain chart.....	app. V	216
Training aids.....	23, 75, 155	21, 60, 138
Training areas.....	23, 112	21, 92
Training facilities.....	23	21
Training factors.....	21-25	19
Training memorandum.....	29,	27, 100,
	122, 144, 156,	127, 139,
	app. III	162
Training mission.....	21	19
Continental Army command.....	6	8
Department of the Army.....	4	6
Major commands.....	7	9
Training of units.....	9-13	10
Training phases:		
ATP cycle.....	9, 11	10, 11
PostATP cycle.....	9, 12	10, 13
Unit.....	13	14
Training plan:		
Definition.....	19	19
Development.....	20	19
Training program, unit.....	28	27
Training responsibilities:		
Continental Army command.....	6	8
Department of the Army.....	4	6
Major commands.....	7	9
Oversea Army commands.....	5	7
Unit commander.....	8	9
Training schedule.....	30-33, 37	29, 35

	Paragraph	Page
Training situation, estimate.....	21, 23	19
Training standards.....	26, 27	26
Training subjects.....	23, 38	21, 36
Training supervision.....	41-50	41
Training system.....	9, 21, 22	10, 19, 20
Training time.....	23	21
Troop education.....	18	17
Troop literacy.....	17, 18	17
Troop information program.....	17	17
Umpire checklists.....	118, 144, app. II	96, 127, 144
Umpire communication plan.....	144	127
Umpire distribution plan.....	app. III	162
Umpires--	74, 91, 110, 118, 123, 127, 144, app. III	59, 70, 88, 96, 100, 107, 127, 162
Unit commander training responsibilities..	8	9
Unit schools.....	16	16
Unit training schedule.....	32, 33	32
United States Armed Forces Institute....	18	17
Unit training phases.....	13	14

[AG 353 (25 Jul 56)]

By Order of *Wilber M. Brucker*, Secretary of the Army:

MAXWELL D. TAYLOR,
General, United States Army,
Chief of Staff.

Official:

HERBERT M. JONES,
Major General, United States Army,
The Adjutant General.

Distribution:

Active Army:

DCSOPS (10)	Army Intel Sch (300)
DCSLOG (10)	CmlC Sch (600)
CNGB (2)	Ord Sch (590)
Tec Svc, DA (10)	QM Sch (1,000)
Hq CONARC (33)	Sig Sch (300)
OS Maj Comd (20)	TAG Sch (25)
OS Base Comd (5)	Army Finance Sch (18)
Log Comd (3)	JAG Sch (35)
MDW (3)	Trans Sch (600)
Armies (20)	Engr Sch (225)
Corps (5)	MFFS (950)
Div (5)	PSYWAR Sch (50)
Brig (3)	Southeastern Sig Sch (50)
Regt (5)	PMST (2)
Bn (3)	AH (1)
Co (3)	RTC (15)
Ft & Cp (3)	PG (1)
CGSC (1,700)	Army Terminals (2)
USMA (50)	Trans Terminal Comd (2)
Gen & Br Svc Sch (5) except	POE (OS) (2)
Inf Sch (6,000)	Mil Dist (3)
Arty & GM Sch (1,700)	Mil Msn (1)
AA & GM Sch (500)	MAAG (3)
Armor Sch (250)	ARMA (10)
Army Avn Sch (200)	

NG: State AG (6); units—same as Active Army.

USAR: Same as Active Army.

For explanation of abbreviations used, see SR 320-50-1.

U. S. GOVERNMENT PRINTING OFFICE: 1956

For sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D. C. - Price 65 cents